

URBAN MUNICIPAL

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1997

AGENDA

PROGRAM COMMITTEE

JAN. 9, 1997 ...

AGENDA
PROGRAM COMMITTEE
1997 01 09

GOVERNMENT DOCUMENTS

Confirmation of the minutes of the regular meeting of 1996 11 07.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Progress Report on the Revision of Special Education Programs **Pages 1 to 28**
2. Response from the Officials to the Presentation by Strathcona Home and School Association re the Consultation Process for New Blended Classes
[Report will be placed in Trustees' lockers on 1997 01 07]

NEW BUSINESS:

1. Report of the Supervised Alternative Learning for Excused Pupils Committee
[Note: The SALEP Committee is meeting on Tuesday, 1997 01 07 and a recommendation relative to an alternate accommodation site, if approved by the Committee, will be laid down at the Program Committee.]

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Presentation by Jim Enos re Sex-Education Materials **See separate package.**

Date: 1997 01 09

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: Progress Report on The Revision of Special Education Programs

Report: Information

Background

At the Program Committee meeting of 1996 01 16, the following recommendation was approved:

“that the proposal for the evaluation of Special Education programs be approved and that a progress report be brought back to the Program Committee in January, 1997”.
(Appendix I)

In order to address this recommendation, during the summer of 1996, members of the Psychological Services Department, Connie Kidd and Learning Resource Teachers undertook the following projects:

COMPONENT 1: REVIEW OF STUDENT PROFILES

- Facet 1:** Review of the demographic characteristics of the sample of students referred for assessment and entered into the Psychological Services database;
- Facet 2:** Review of the descriptive data regarding the intellectual, academic, and/or behavioural characteristics of the students presented to an Identification, Placement and Review Committee process;
- Facet 3:** Review of the descriptive data regarding the intellectual, academic and behavioural characteristics of exceptional students and their placements;
- Facet 4:** Review of the changes in exceptionality and/or placement decisions to determine if the previous trend of little movement has continued since the 1991 review.

COMPONENT 2: REVIEW OF SPECIAL EDUCATION PROGRAMMING

- Facet 1:** Review of student outcomes in secondary school;
- Facet 2:** Examination of factors that mediate success for exceptional students.

The data source for the current investigation was the incorporation of the Psychological Services' Database and the Special Education Student Information System.

Psychoeducational Consultants Joseph Trovato, Doreen Vella and Cynthia Wilkinson, under the supervision of the Chief Psychologist, Dr. Marie Bountrogianni, were responsible for compiling, analyzing and interpreting the data in Component 1, Facets 1 - 4 and Component 2, Facet 1.

Connie Kidd, Program Research, Resource Teachers Leah Schwenger, Steve Staois and Katherine Yantzi participated in the development of Component 2, Facet 2 of the review of Special Education programs.

Issue:

To share information with trustees in the form of a progress report regarding the review of student profiles and special education programming.

Recommendations:

1. That the Progress Report of the Review of Special Education Programs be received for information.
2. That a Report on the Factors which Mediate Success for Exceptional Students be brought back to the Program Committee in January 1998.

Rationale:

Outlined in Appendices I and II

APPENDIX I

PROPOSAL FOR THE EVALUATION
OF SPECIAL SERVICES

REQUESTS REGARDING THE NATIONAL FILM BOARD
"GROWING UP SERIES"

- 1) Remove all copies of the sex-education videos "Headful of Questions" and "Changes" from Hamilton Board of Education Resources Library and from all Hamilton Public School Libraries and notify Public Health that they are not to use these videos for instruction in Hamilton Board of Education classrooms. The concerns about these videos are clearly identified in the letter to Mr. Goodrich dated November 25, 1996.
- 2) As a committee recognize that outside of an HIV-free and monogomus relationship there is no such thing as "Safe Sex" and ensure that this message is incorporated into all sex education classes in the Hamilton School Board. The message to Hamilton School Board students must clearly be one of chastity, not a message of "Safe Sex" but rather a message to "Save Sex"
- 3) As a committee take note that as a result of Wentworth School Board Parents expressing their concerns with this video series, there is now in place a 10 point policy with regard to human sexuality videos (attached) which makes parental involvement a must prior to showing human sexuality videos which may be controversial.

Jlm Enos

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383-2282

HUMAN SEXUALITY VIDEOS

POLICY STATEMENT: It is the policy of The Wentworth County Board of Education that any and all human sexuality videos contemplated for use with elementary panel students be subjected to careful preview and assessment procedures with respect to classroom viewing appropriateness.

ADMINISTRATIVE REGULATIONS:

1. Prior to system circulation, any video materials dealing with human sexuality topics must be reviewed by Education Media Centre staff for purposes of determining whether or not a system warning is required for potential bookings.
2. In the event that the the video in question is perceived to be controversial in terms of the Board's policy on Moral Values Education (Policy 4.11), the entry accompanying the title in the Education Media catalogue will clearly advise the need for caution in its use.
3. Where caution is advised, both the video and the video jacket are to be clearly marked with a permanent red warning sticker to flag the need for careful previewing prior to use with students.
4. After previewing, should a teacher still believe that the video is age-appropriate, congruent with Ministry of Education and Training curriculum guidelines and necessary to student instruction, the teacher shall notify the school principal of any plans to use the cassette.
5. The school principal shall notify the School Council of the potential for community controversy and make arrangements for the Council to preview the video.
6. Should the School Council advise the principal that the video may cause difficulty for some families in the school community, the principal shall restrict the video showing to an evening presentation where parents and their children attend together.
7. Prior to scheduling the evening presentation for parents and their children, the principal shall make arrangements for any concerned parents to preview the video to determine whether or not to attend the evening session scheduled for community viewing.
8. In any follow-up activities, it is expected that the teacher will remain sensitive to the possibility that some of the children in his/her classroom may be placed in an awkward situation if subsequent classroom activities are directly related to the video presentation.
9. The principal shall monitor community reaction to the video and notify the appropriate superintendent of any controversy which has arisen as a result of the video presentation.
10. The superintendent shall file a situation report with the Management Committee to ensure that the elected officials are aware of the circumstances being encountered and to ensure that the Board's expectations have been met with respect to the implementation of this policy.

APPENDIX I

PROPOSAL FOR THE EVALUATION OF SPECIAL EDUCATION PROGRAMS

1. On the basis of data generated by Psychological Services in 1991, there was very little movement in terms of Special Education identification and placement. At that time, Psychological Services found that the designation of exceptionality, whether from one exceptionality to another or whether it was from exceptional to non-exceptional, was seen to change in less than 1% of cases. In terms of placement, there was change from self-contained to regular class or from regular class to self-contained in only 9% of cases. The stability of the data relative to the percentage of students in regular classroom programs already reviewed in this paper would also seem to be further evidence of the very little movement in our Special Education system. Further investigation will hopefully clarify the movement that has been seen is in the direction of more self-contained education, contrary to the norm for the province.

Proposed Evaluation Component:

It is proposed that these data be reviewed and updated to the current school year to determine if this trend of little movement has indeed continued since our 1991 review.

2. One would assume that if students are appropriately and consistently identified and placed in programs based on the specificity of their intellectual, academic and behavioural characteristics and that our Special Education programs are effectively designed to impact on these characteristics in a significantly positive way, then one would further assume that there might be significant progress relative to the specific characteristics. Therefore, if BE students are identified and placed on the basis of their delayed behavioural characteristics, then there should be significantly positive growth in these characteristics. Similarly, if an SLD student is identified and placed on the basis of delayed academic skills, then there should be significantly positive growth in academic skills.

Proposed Evaluation Component:

It is proposed that the differences in profiles be measured on the basis of test/retest data available in the Psychological Services' database. A first run on this database indicates that there are approximately 36 test/retest cases for a non-exceptional group, 44 for a BE group, 341 for an SLD group, 64 for a GLD and 53 for Speech and Language.

It is proposed that comparisons of the non-exceptional group to the exceptional group and comparisons of the relative progress of the self-contained exceptional group to the regular class exceptional group between and within each category of exceptionality be made.

3. In terms of the specific criteria for integration into regular classrooms, this would include the needs of the accepting regular class educator, peers and parents. It would be interesting to know what the flow is between self-contained to regular class and regular class back to self-contained (a recidivism rate, if you will). A specific analysis of these situations may help clarify any critical components such as training for regular educators, awareness and training for parents and receiving peers and/or special services support systems that may be absent but necessary for successful reintegration.

Proposed Evaluation Component:

It is proposed that the recidivism rate for exceptional students be examined and reasons explored for exceptional students not remaining in the regular stream, thereby identifying any shortfalls in service to exceptional as well as regular stream students.

4. The last component that needs to be evaluated on an ongoing basis relates to whether there are differences for each group of exceptional students on the basis of outcomes in secondary school.

Proposed Evaluation Component:

It is proposed that secondary school outcomes for exceptional students as compared to regular class students and the differences between each of the various exceptionalities and between regular and self-contained placements continue to be examined.

PROGRESS REPORT ON THE REVIEW OF SPECIAL EDUCATION PROGRAMS

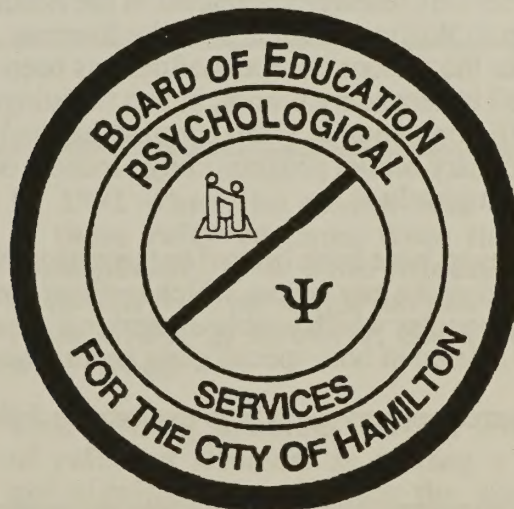
*Joe Trovato, Doreen Vella and Cynthia Wilkinson
Psychological Services, Program Department
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and

Connie Kidd, Program Research

and

*Leah Schwenger, Steve Staios and Katherine Yantzi
Learning Resource Teachers, Lower City*



1996 Summer Writing Team
Psychological Services
The Board Of Education For The City Of Hamilton

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With special thanks to:

Psychological Services; in particular,
 Karen Accardo, Office Assistant and Gale Milovanov, Secretary
Special Education Services; in particular,
 Dr. Janice Tomlinson, Supervisor and Marie Brown, Secretary
Technical Services; in particular, Colleen Hycz, Supervisor

GLOSSARY:	NE	Non-Exceptional (referral for testing, but not deemed Exceptional)		
	SC	Special Class	BE	Behavioural Exceptionality
	RC	Regular Class	SLD	Specific Learning Disability
	MU	Multiple Exceptionality	GLD	General Learning Disability
	S&L	Speech and Language		

INTRODUCTION

Given the rise in the need for Special Education services in the last several years in conjunction with the rising costs of these services, the match or mismatch of student needs with these services has become a topic of considerable discussion in the field of education. Despite this apparent great debate, surprisingly very little has been documented about the intellectual, academic and/or behavioural aspects of these students that lead to the overall need to receive these increasingly costly Special Education services. Over the last seven to eight school years, Psychological Services, in collaboration with the Special Education Department, has endeavoured to obtain this very important and needed information.

To date, this accumulating information has been quite helpful in clarifying the profile of students most in need of Special Education services and resources. Further, mounting evidence seems to be suggesting that this information has been quite helpful in matching these students with available Special Education services and resources. Once matched, very little is known regarding the cost effectiveness of Special Education programming which has been offered to meet the needs of these selected students. Previous research conducted in the Hamilton Board of Education by Psychological Services (refer to Writing Team reports for Summer 1992, 1993, 1994 and 1995) has revealed that outcomes for the various exceptionalities has been inconsistent. Whereas SLD students have fared quite well in secondary school, in fact indistinguishable from the normal population of students, the BE population in sharp contrast, has had significant difficulty with respect to their match to secondary school programming. Indeed, one of two BE students end up dropping out of the system completely.

Findings to date, however, have been limited to the extent that they do not provide information necessary to isolating the key factors which mediate success. Specific analyses are required to determine the components which enable exceptional pupils to meet with success in Special Education initiatives offered in both special class and mainstream settings.

The purpose of the current endeavour was to explore the following multi-faceted components:

COMPONENT 1: REVIEW OF STUDENT PROFILES

- Facet 1:** Review of the demographic characteristics of the sample of students referred for assessment and entered into the Psychological Services database;
- Facet 2:** Review of the descriptive data regarding the intellectual, academic, and/or behavioural characteristics of the students presented to an Identification Placement and Review Committee process;
- Facet 3:** Review of the descriptive data regarding the intellectual, academic and behavioural characteristics of exceptional students and their placements;
- Facet 4:** Review of the changes in exceptionality and/or placement decisions to determine if the previous trend of little movement has continued since the 1991 review.

COMPONENT 2: REVIEW OF SPECIAL EDUCATION PROGRAMMING

- Facet 1:** Review of student outcomes in secondary school;
- Facet 2:** Examination of factors that mediate success for exceptional students.

EXECUTIVE SUMMARY

COMPONENT 1: REVIEW OF STUDENT PROFILES**Facet 1: Demographic Characteristics**

Comparisons to 1991:	In 1991 when the review was last completed, the sample included 1,594 students between the ages of 6 and 16. The single largest number of students came from age 7, with 65% being male and the average age of the sample being 9.6 years.
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Conclusions Drawn:	Referred students have been, on the average, getting a bit older (about 7 months) although the increase is not significant. The distribution of male to female has remained consistent.
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Comparison to 1991:	In 1991 when the review was last completed, about half of those referred came from the Primary Division, 23% from Junior, 19% from Middle, and 8% from Secondary. The single largest number of children came from Grade 2; however, the average grade of the sample was Grade 4.
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Conclusions Drawn:	This finding provides further evidence that our sample of referred students is getting a bit older, although again not significantly so since the single largest number of children came from Grade 2 and the average grade of the sample remained Grade 4.
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Comparison to 1991:	In 1991 when the review was last completed, the distribution of students in the various reasons for referral indicated that 76% were referred for learning difficulties, 2% for behavioural and/or emotional reasons and 20% for a combination of both learning and behavioural reasons.
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Conclusions Drawn:	The distribution of reasons for referral have changed little since 1991. There was a slight decrease (4%) in the combination of learning and behaviour problems with an equivalent increase (4%) in the assessment of learning problems. The proportion of referrals for behavioural and/or emotional issues has remained constant at 2%.
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COMPONENT 2: REVIEW OF SPECIAL EDUCATION PROGRAMMING**Facet 1: Review of Student Outcomes in Secondary School**

Conclusions about Sample: Consistent with previous findings, Specific Learning Disability (SLD) students represented the largest group of exceptional students in our database. Behavioural (BE) and Speech and Language (S&L) students were significantly more often placed in special class programs than other groups.

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Conclusions about Performance: A comparison of the school performance revealed no differences in terms of the number and level of courses completed per year between Non-Exceptional (NE), Specific Learning Disability (SLD) and Speech and Language (S&L) students. The school performance of Behavioural (BE) students was significantly delayed in comparison to all other exceptionality groups. School performance between regular class (RC) and special class (SC) students showed that regular class (RC) students from Specific Learning Disability (SLD) and General Learning Disability (GLD) groups tended to perform better than their special class (SC) counterparts within the same exceptionality. Behavioural-Special Class (BE-SC) students, however, seemed to achieve better than their regular class (RC) counterparts. It may be possible that the support provided for Behavioural-Regular Class (BE-RC) students was not sufficient to meet their needs.

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Conclusions About Drop-out: The highest drop-out rate was seen for Behavioural (BE) students and the lowest for Speech and Language (S&L) and Specific Learning Disability (SLD) students. Placement in vocational schools seemed to increase the rate of drop-out. Non-exceptional students who attended vocational schools had the highest drop-out rate while exceptional students in composite schools had the lowest drop-out rate.

Support seemed to be a key factor for students remaining in secondary school in that non-exceptional students had significantly higher drop-out rates than exceptional students, and two out of three Behavioural-Regular Class (BE-RC) students dropped out of school while the drop-out rate for Behavioural-Special Class (BE-SC) students was half that. The conclusion that may be drawn from these finding is that exceptional students generally, by virtue of their identification and more specifically, Behavioural (BE) students by virtue of their placements in Special Education programs may have been given increased support and were, therefore, less likely to drop out of school.

The predictors of drop-out identified in this study underscored the importance of academic skills, support for students, and few school changes.

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COMPONENT 1: REVIEW OF STUDENT PROFILES

Facet 1: Demographic Characteristics

The data source for the current investigation was the incorporation of the Psychological Services database and the Special Education Department Student Information System over seven (7) school years starting in the 1988/1989 school year and extending up to and including March of the 1995/1996 school year.

The Psychological Services database, in conjunction with the Special Education Department Student Information System, now includes data on 4,978 assessments. It should be noted, however, that this overall number only reflects assessment results for which parents gave consent for inclusion of their child's assessment data into our database. From 1988 September when the database was conceived, to 1996 March, the actual number of assessments completed by Psychological Services was 5,929. (In addition to these, 2,414 assessments for the purposes of Gifted screening were completed.)

The 4,978 cases entered into our database included students between the ages of 4 and 21, with a mean age of 10.08 years. The largest proportion of children referred for assessment were enrolled in Grade 2, followed closely by Grade 3 students, representing a combined total of approximately 30% of students assessed. As has been the case in the past, males are over represented in students referred for assessment; 67% of students referred to Psychological Services for assessment were male.

When we looked at the reason for their referral, 71% of students were referred for issues related to learning problems, 16% for a combination of learning and behaviour problems and 2% for reasons related solely to behavioural and emotional concerns. Other reasons included absenteeism and Gifted screening, for example. While students were largely seen on only one occasion (82%) by Psychological Services, about 18% (908) were assessed more than once (range of two to five times).

At the time of referral, students were receiving remedial assistance from a variety of sources including:

- a) Special Education class support (3%),
- b) Learning resource support (32%),
- c) Special Education resource teacher support (2%),
- d) Speech and language resources (6%),
- e) ESL (2%)
- f) Educational assistant (3%)
- g) Volunteers (4%)
- h) Social work (1%)
- i) Modified classroom programming (21%)

Starting in 1993 September, support from the Diagnostic and Resource Team (D.A.R.T.) process was also tracked for referred students. Since then a total of 2,484 student assessments have been tracked. Of these 2,484 student assessments, 2,288 (92%) had received D.A.R.T. support prior to the referral for assessment, 196 had not.

For the purposes of comparison to the 1991 study, only students between the ages of 6 and 16 who were non-exceptional at the time of their referral for assessment were selected from the database for the current review and comparison to the 1991 study. TABLE 1 shows the distribution of these students by age and gender. As can be seen from the table, the single largest number of students were eight years old with the majority (2,710) of children referred being male (66%). The average age of the group was 10.2 years.

TABLE 1
Distribution of Referred Students by Age and Gender

	Ages											
	06	07	08	09	10	11	12	13	14	15	16	Total
Female	063	205	252	227	201	151	100	067	056	030	025	1377
Male	148	435	448	382	307	264	247	193	141	097	048	2710
Total	211	640	700	609	508	415	347	260	197	127	073	4087

Comparisons to 1991:	In 1991 when the review was last completed, the sample included 1,594 students between the ages of 6 and 16. The single largest number of students came from age 7, with 65% being male and the average age of the sample being 9.6 years.
Conclusions Drawn:	Referred students have been, on the average, getting a bit older (about 7 months) although the increase is not significant. The distribution of male to female has remained consistent.

When we looked at the distribution of the students by grade and division as shown in TABLE 2, approximately 46% (1,871) came from the Primary Division (Grades of Senior Kindertarten to 3), the Junior Division (Grades 4 and 5) represented 26% (1,071), Middle School (Grades 6 to 8) represented 21% (848) and Secondary represented 7% (297). The single largest number of students came from Grade 2, however, the average grade of the referred students was Grade 4.

TABLE 2
Distribution of Referrals by Grade/Division

Grades	SK	1	2	3	4	5	6	7	8	9	10	11
Referrals	048	473	692	658	564	507	379	291	178	174	097	026
	Primary Grades SK to Grade 3						1,871 (46%)					
	Junior Grades 4 and 5						1,071 (26%)					
	Middle School Grades 6 to 8						848 (21%)					
	Secondary School Grades 9 to 11						297 (07%)					
	TOTAL						4,087					

Comparison to 1991:	In 1991 when the review was last completed, about half of those referred came from the Primary Division, 23% from Junior, 19% from Middle, and 8% from Secondary. The single largest number of children came from Grade 2; however, the average grade of the sample was Grade 4.
Conclusions Drawn:	This finding provides further evidence that our sample of referred students is getting a bit older, although again not significantly so since the single largest number of children came from Grade 2 and the average grade of the sample remained Grade 4.

Students were primarily referred for assessment of learning difficulties (80%), although many were referred for a combination of learning and behavioural difficulties (18%) and about 2% were referred on the basis of solely behavioural and/or emotional problems.

Comparison to 1991:	In 1991 when the review was last completed, the distribution of students in the various reasons for referral indicated that 76% were referred for learning difficulties, 2% for behavioural and/or emotional reasons and 20% for a combination of both learning and behavioural reasons.
Conclusions Drawn:	The distribution of reasons for referral have changed little since 1991. There was a slight decrease (4%) in the combination of learning and behaviour problems with an equivalent increase (4%) in the assessment of learning problems. The proportion of referrals for behavioural and/or emotional issues has remained constant at 2%.

Comparisons to 1991:	In 1991 when the review was last completed, the average interval between referral and assessment was 3.82 months. The average interval between assessment and presentation to an Identification, Placement and Review Committee was 6.6 months.
Conclusions Drawn:	There was an increase of about 1 month (0.71) between referral and assessment and then between the assessment and subsequent referral to an Identification, Placement and Review Committee (0.90). The increase in time here, is likely attributable to an increase in programming and evaluation prior to referral for assessment and subsequent presentation to an Identification, Placement and Review Committee.

Facet 2: Descriptive Data on the Identification of Exceptional Students

Research conducted over the last several years in the Hamilton Board of Education by Psychological Services has documented that the Identification, Placement and Review (IPRC) process has been generally effective in identifying the needs of students on the basis of their assessed intellectual, academic and/or behavioural characteristics, consistent with Ministry and Board interpreted criteria.

From the database in Psychological Services, intellectual profiles based upon the administration of the WISC-R and more recently, the WISC-III, were used. Academic profiles were based upon the administration of the WRAT-R and more recently, the WRAT-3. Behaviour profiles were based upon the administration of the Teacher's Report Form (TRF) of the Achenbach Child Behaviour Checklist.

The Special Education Department Student Information System and Computer Services provided data regarding exceptionality and placement decisions arising from Identification, Placement and Review Committee (IPRC) meetings up to and including 1995 May.

Because of missing data regarding Identification, Placement and Review Committee information (identification), for the purposes of looking at how many students were identified exceptional, the overall total number of students was reduced to 3,559. Over the period under review and using the available data, when students assessed were eventually presented to an Identification, Placement and Review Committee, 45% were deemed exceptional. Our database sample indicates that the number of students deemed exceptional has shown an inconsistent pattern over the period of study, with a high of 54% in the 1992/1993 school year and a low of 28% identified exceptional in the 1994/1995 school year.

TABLE 1

The Distribution of Exceptionality by School Year

School Year	Total Cases Entered	Not Exceptional	Total Exceptional
1988/1989	589	291 (49%)	298 (51%)
1989/1990	538	265(49%)	273 (51%)
1990/1991	502	275 (55%)	227 (45%)
1991/1992	307	201 (65%)	106 (35%)
1992/1993	565	261 (46%)	304 (54%)
1993/1994	514	280 (54%)	234 (46%)
1994/1995	544	390 (72%)	154 (28%)
TOTAL	3,559	1,963 (55%)	1,596 (45%)

Comparisons to 1991:	In 1991 when the review was last completed, when students assessed were eventually presented to an Identification, Placement and Review Committee, 41% were deemed exceptional.
Conclusions Drawn:	There has been a 4% increase in the number of students identified exceptional.

Once identified, the distribution of student needs were as follows:

TABLE 2

Distribution of Exceptional Students Needs

Communications:	
Specific Learning Disability (SLD)	1,026
Speech and Language (S&L)	153
Intellectual:	
General Learning Disability (GLD)	234
Behavioural (BE)	117
Other	66
TOTAL	1,596

TABLE 2 demonstrates that over the seven-year period then , Specific Learning Disability represented on average 64% of the exceptional student population, General Learning Disability represented 15%, Speech and Language represented 10%, Behavioural represented approximately 7% and other exceptionalities represented the remaining 4%.

Comparisons to 1991:	In 1991 when the review was last completed, the proportion of exceptional students that were identified Specific Learning Disability was 63%, General Learning Disability was 17%, Speech and Language was 10%, Behavioural was 8% and other was 5%.
Conclusions Drawn:	The proportion of each type of exceptionality has remained consistent with that seen in 1991. This would seem to suggest that students identified with learning problems continue to be the primary focus for special education intervention.

In order to compare the intellectual, academic, and behavioural characteristics of the exceptional children over the period of study, several analyses were carried out. The results of these analyses revealed that exceptional students varied significantly on intellectual, academic and behavioural measures. The General Learning Disability group, for example, showed significantly lower I.Q. scores than all other groups studied. The Specific Learning Disability group showed the significant ability-achievement discrepancy unlike all other groups where this discrepancy was not significant, and the Behavioural group showed Total Problem Scores significantly higher and an Adaptive Functioning Score significantly lower than all other groups. The following 1996 profiles were generated for each of the exceptionalities:

TABLE 3**Student Profile Characteristics**

Exceptionality	Characteristics		
	Intellectual	Academic	Behavioural
Communicational (Specific Learning Disability)	Full Scale IQ in lower half of Average range	Language Arts in the Borderline range	Total Problem Score in the "disturbed" range
	PIQ>VIQ but not a significant difference	Math into the Low Average range	Adaptive functioning scores below normal
		Ability-achievement discrepancy is significant	
Communicational (Speech and Language)	Full Scale IQ Low Average range	Language Arts in the Borderline range	Total Problem Score borderline "disturbed"
	PIQ significantly greater than VIQ	Math in the Low Average range	Adaptive functioning below normal
		Ability-achievement discrepancy is not significant	
Intellectual (General Learning Disability)	VIQ=PIQ=FSIQ in the Borderline range	All skills in the Deficient to Borderline range	Total Problem Score in the "disturbed" range
		Ability-achievement discrepancy is not significant	Adaptive functioning scores below normal
Behavioural	VIQ=PIQ=FSIQ in lower half of Average range	All in the Low Average range	* Total Problem Score in the "disturbed" range
		Ability-achievement discrepancy not significant	* Adaptive functioning scores below normal
Non-Exceptional	VIQ=PIQ=FSIQ in lower half of Average range	All in Low Average range	Total Problem Score in the "disturbed" range
		Ability-achievement discrepancy not significant	Adaptive functioning scores below normal

* Significantly different from other groups.

Comparisons to 1991:	In 1991 when the review was last completed, the intellectual, academic and behavioural/emotional profiles of referred students showed the hallmark characteristics of each exceptionality (e.g., Specific Learning Disability showed a lower half Average range I.Q. with the characteristic significant discrepancy between I.Q. potential to achieve and the actual level of achievement.
Conclusions Drawn:	In 1996, students continue to be identified by their discrete characteristics and these unique characteristics are consistent in their association with a particular exceptionality.

Facet 3: Descriptive Data on the Placement of Exceptional Students

Psychological Services research has provided an accumulating body of evidence that the Identification, Placement and Review Committee process has been generally consistent in deciding placements on the basis of both the specificity and the level of impairment presented by intellectual, academic and behavioural characteristics.

Because of missing data regarding Identification, Placement and Review Committee information (12 cases were missing placement data), for the purposes of looking at how many students were placed in special class as compared to regular class, the overall total number of students was reduced to 3,547. Of these students, 1,963 students remained non-exceptional. This left a total of 1,584 students who were deemed exceptional. Of this number, we eliminated an additional 55 students who represented a small number of students in other exceptionalities. Over the period under review and using the available data, we then analyzed placement designations for 1,529 students.

Of identified students, 66% were subsequently placed in special class Special Education programs with the remainder receiving Special Education programming in a regular class placement within their home schools. The following table indicates how the various exceptionalities correspond to their placement designations of **regular class (RC)** or **special class (SC)**:

TABLE 1					
Numbers in each Exceptionality by Placement Designation					
Placement	Group				
	Behavioural (BE)	Specific Learning Disability (SLD)	General Learning Disability (GLD)	Speech and Language (S&L)	Total
Regular Class (RC)	10	446	53	9	518 (34%)
Special Class (SC)	106	580	181	144	1,011 (66%)
Total	116	1,026	234	153	1,529

As can be seen from the TABLE 1, 57% of students in special class placements were Specific Learning Disability (SLD), 18% were General Learning Disability (GLD) students, 14% were Speech and Language (S&L) and 11% were Behavioural (BE).

Comparisons to 1991:	In 1991 when the review was last completed, 63% of identified students were placed into special class Special Education programs. Calculations of the percentage that each of the individual exceptionalities contributed to the total number of special class students showed that Specific Learning Disability (SLD) contributed 55%, General Learning Disability (GLD) was 22%, Behavioural (BE) was 12%, and Speech and Language (S&L) was 11%.
Conclusions Drawn:	A 3% increase in the number of identified students being placed into special class Special Education programs was observed. The distribution of the percentage that each exceptionality contributes to the total number of special class placements has not significantly changed.

While 1994/1995 represented the lowest proportion of students identified exceptional (28%), 1994/1995 also represented the highest percentage of students placed in special class programs (72%). In 1988/1989, the percentage was the lowest at 59%. TABLE 2 is illustrative:

TABLE 2

The Distribution of Exceptionality and Placement by School Year

School Year	Total Cases Entered	Not Exceptional	Total Exceptional	Special Class	Regular Class
1988/1989	589	291 (49%)	298 (51%)	177 (59%)	121 (41%)
1989/1990	538	265 (49%)	273 (51%)	173 (63%)	100 (37%)
1990/1991	502	275 (55%)	227 (45%)	148 (65%)	79 (35%)
1991/1992	307	201 (65%)	106 (35%)	63 (59%)	43 (41%)
1992/1993	565	261 (46%)	304 (54%)	217 (71%)	87 (29%)
1993/1994	514	280 (54%)	234 (46%)	165 (71%)	69 (29%)
1994/1995	544	390 (72%)	154 (28%)	111 (72%)	43 (28%)
TOTAL	3,559	1,963 (55%)	1,596 (45%)	1,054 (66%)	542 (34%)

NB: Of note from the above table is that in the 1994/1995 school year, while only 28% of students assessed were deemed exceptional in keeping with the philosophy of inclusive education, the fact that a significant number of students who have been identified are recommended for special class placement seems to be suggesting that students only with a great degree of impairment are being selected for presentation to the Identification, Placement and Review Committee.

It was predicted that exceptional students placed in special class and regular class settings would continue to demonstrate significant differences in their intellectual, academic and behavioural characteristics. Results of this investigation support what was predicted. The assessment profiles of exceptional students placed in special class settings typically exhibited significantly weaker patterns of functioning and skills development. The following table is illustrative of the pattern seen:

TABLE 3**Mean Intellectual, Academic and Behavioural Test Scores by Placement**

Placement	Characteristics							
	Intellectual			Academic			Behavioural	
	VIQ	PIQ	FSIQ	R	S	A	TPS	AFI
Regular Class (RC)	90	94	92	79	77	83	62	38
Special Class (SC)	84	91	87	71	72	80	67	33

NB: VIQ - Verbal I.Q. PIQ - Performance I.Q. FSIQ - Full-Scale I.Q. R - Reading S - Spelling
A - Arithmetic TPS - Total Problem Scoring AFI - Adaptive Functioning Index

Comparisons to 1991: In 1991 when the review was last completed, special class (SC) students typically exhibited significantly weaker patterns of functioning whether intellectual, academic or behavioural.

Conclusions Drawn: The current review confirms that special class (SC) students continue to demonstrate the most impaired profiles. Thus, the consistency in Identification, Placement and Review Committee decision making continues not only in terms of criteria for exceptionality but also for identifying students in most need of self-contained placements.

In recent years, there has been an ever growing concern for the behavioural aspects of our student population. There are many reasons for this concern. Some research has suggested that students with behaviour problems due to learning and/or emotional disturbances represent a disproportionate number of "incidents" in our schools. Other research draws a relationship to cognitive resources and the probability of significant behaviour problems. In light of these research findings, an overall analysis of all the behavioural data was completed. The results of this analysis revealed that 53% of all students in our database showed "disturbed" behaviour profiles. Behavioural (BE) students understandably showed the highest proportion (87%) of such profiles; however, it is of some concern that approximately 51% of Specific Learning Disability (SLD), General Learning Disability (GLD) and even our Non Exceptional (NE) sample, showed a pattern of significant behavioural disturbance. This latter finding points to the relationship seen in previous research to cognitive, academic and/or emotional disabilities.

Comparisons to 1991: In 1991 when the review was last completed, 54% of students in our database were seen as having significantly "disturbed" profiles. The Specific Learning Disability (SLD) group showed a 55% rate, the General Learning Disability (GLD) group was 65%, and the Non Exceptional (NE) group was 51%. Behavioural (BE) as should be the case, showed the highest rate of 89%.

Conclusions Drawn: The current review continues to show that although the Behaviour (BE) group had the largest percentage of students with severe behaviour problems, at least half of the students in other exceptionalities also exhibited significant behaviour problems, including a non-exceptional group.

Facet 4: Re-identification and Placement

Once identified, approximately 4% of identified students changed exceptionality by the time they were enrolled in secondary school. Of the very few changes that did occur, the greatest proportion of changes came from Specific Learning Disability (SLD) students being re-designated to Behavioural (BE) (1%) and from Speech and Language (S&L) students being changed to Specific Learning Disability (SLD) (1%). TABLE 1 shows the percent of students where exceptionality classification changed.

TABLE 1

Changes in Exceptionality

	BE	SLD	GLD	S&L	Total
Students in the Sub Samples	43	511	123	26	703
Students Who Changed Exceptionality	2	11	4	9	26
Percent of Change	4.7%	2.2%	3.3%	3.5%	3.7%

NB: BE - Behavioural SLD - Specific Learning Disability
 S&L - Speech and Language GLD - General Learning Disability

No analysis could be completed for change of placement at this time. However, seeing as the change of exceptionality has remained extremely low, one could assume that change in placement would have also remained quite low to the end of the 1994/1995 school year.

The issue of change of placement will be a more relevant issue as a result of the reorganization of Special Education programming and the number of special class settings that took place in the 1995/1996 school year.

COMPONENT 2: REVIEW OF SPECIAL EDUCATION PROGRAMMING

Facet 1: Review of Student Outcomes in Secondary School

The focus of the current study was to examine the differences in the types of secondary schools attended, secondary school performance and drop-out rates in relation to exceptionality classification and Special Education placement during elementary years. The sample of exceptional students included Behavioural (BE), Specific Learning Disability (SLD), General Learning Disability (GLD) and Speech and Language Disability (S&L). Gifted students were excluded because their needs are very different from students experiencing academic difficulties. Other exceptionalities were not included because the groups were too small for valid statistical analyses.

Sample of Students

The sample of students for this study included 4,262 students who were born between 1974 and 1982 and who were enrolled in Hamilton secondary schools from 1988 to 1996. There were approximately 69.7% males and 30.3% females in the sample, constituting a ratio of approximately 2:1. Previous studies showed that gender did not affect the classification of Exceptional/Non Exceptional, the types of exceptionalities, regular/special class placement, enrollment in composite or vocational schools and drop-out rates. Therefore, males and females were combined as one group in the current study.

Student selection utilized the Student Information System (SIS) codes for exceptional (EX) students and non-exceptional (NE) students who were assessed by Psychological Services consultants. NE students, therefore, were also experiencing difficulties in school by virtue of their referral for assessment but were either not presented to the Identification, Placement and Review Committee or, if they were, they were not deemed exceptional. The number of students within each exceptionality group was significantly different. (See TABLE 1). Specific Learning Disability (SLD) students constituted the largest exceptional group while Behavioural (BE) and Speech and Language (S&L) students comprised less than 5% of the sample.

TABLE 1

Distribution of Students by Exceptionality

	NE	BE	SLD	GLD	S&L
Number of Students	1474	175	1859	645	109
Percent of Sample	34.6	4.1	43.6	15.1	2.6

NB: NE - Non-Exceptional BE - Behavioural SLD - Specific Learning Disability
GLD - General Learning Disability S&L - Speech and Language

Special Education placement refers to the placement of exceptional students while they were in elementary school: regular class (RC) or special class (SC). Within the sample of exceptional students included in this study (2,788), information regarding both their placement in elementary school and secondary school performance was available for only 736. TABLE 2 shows the distribution of students within each exceptionality and placement subgroups. The proportion of students placed in special classes differed significantly between exceptionalities. Behavioural (BE) and Speech and Language (S&L) were placed in special classes more frequently than Specific Learning Disability (SLD) and General Learning Disability (GLD) students.

TABLE 2**Distribution of Students by Exceptionality and Placement**

	BE	SLD	GLD	S&L
Students in Regular Classes	10	284	43	4
Students in Special Classes	36	246	88	23
Percent in Special Classes	78.2	46.4	67.2	85.2

NB: BE - Behavioural SLD - Specific Learning Disability GLD - General Learning Disability
 S&L - Speech and Language

Conclusions about Sample:

Consistent with previous findings, Specific Learning Disability (SLD) students represented the largest group of exceptional students in our database. Behavioural (BE) and Speech and Language (S&L) students were significantly more often placed in special class programs than other groups.

Secondary School Enrollment

The analyses of secondary school enrollments revealed that 21.9% of students in the sample attended vocational schools and 78.1% attended composite secondary schools. There was a significant difference between exceptionality groups in the proportion of students who attended vocational schools. (See TABLE 3) A significantly larger percent of General Learning Disability (GLD) students, than other exceptional students, attended vocational schools while a significantly smaller proportion of Non-Exceptional (NE) students attended vocational schools. The proportion of Behavioural (BE), Specific Learning Disability (SLD) and Speech and Language (S&L) students in vocational schools did not differ significantly.

TABLE 3**Secondary School Enrollment by Exceptionality**

	NE	BE	SLD	GLD	S&L
Composite School	86.7%	78.9%	79.9%	52.7%	78.9%
Vocational School	13.3%	21.1%	20.1%	47.3%	21.1%

NB: NE - Non-Exceptional BE - Behavioural SLD - Specific Learning Disability GLD - General Learning Disability
 S&L - Speech and Language

The types of schools attended also differed significantly according to students' Special Education placement during elementary school. (See TABLE 4) When compared with the average enrollment of the sample (21.9%) in vocational schools, the Behavioural-Regular Class (BE-RC), General Learning Disability-Regular Class (GLD-RC) and General Learning Disability-Special Class (GLD-SC) groups exceeded this proportion significantly while the Specific Learning

Disability-Regular Class (SLD-RC) and Behavioural-Special Class (BE-SC) groups had significantly smaller proportions of students in vocational schools.

TABLE 4

Secondary School Enrollment by Exceptionality and Placement

	BE		SLD		GLD		S&L	
	RC	SC	RC	SC	RC	SC	RC	SC
Composite School	50.0%	88.9%	87.7%	64.2%	48.8%	35.2%	75.0%	69.9%
Vocational School	50.0%	11.1%	12.3%	35.8%	51.2%	64.8%	25.0%	30.4%

NB: BE - Behavioural SLD - Specific Learning Disability GLD - General Learning Disability
 S&L - Speech and Language RC - Regular Class SC - Special Class

Secondary School Performance

Secondary school performance was compared by means of the average number of courses completed per year and the percent of Basic, General and Advanced/OAC courses completed by students. Marks for 16 destreamed Grade 9 courses were also compared and will be presented separately. (Courses included: Business, Keyboarding, Dramatic Arts, English, French, Geography, History, Mathematics, Physical Education [for males or females], Science, Design & Technology, Broad-Based Technology, Visual Arts, Music and Family Studies.)

Behavioural (BE) students completed a significantly smaller number of courses per year than other students while the other exceptionality groups did not differ significantly. (See TABLE 5) The overall average number of courses completed per year by this sample, however, was lower than the maximum of eight (8) courses per year for junior years and six (6) for senior years in secondary school. Behavioural (BE), Specific Learning Disability (SLD) and Speech and Language (S&L) students did not differ in the percent of Basic, General and Advanced/OAC courses completed. Non-Exceptional (NE) students completed a significantly smaller percent of Basic level courses and a larger percent of Advanced/OAC courses than the other groups while General Learning Disability (GLD) students completed a larger proportion of Basic courses and fewer General and Advanced/OAC courses than the other groups.

TABLE 5

Courses Completed by Exceptionality

	NE		BE		SLD		GLD		S&L	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Average Courses Per Year	4.64	3.8	2.67	3.2	4.56	3.4	4.34	3.6	4.56	3.6
Basic %	20.72	36.5	34.38	40.3	28.81	39.7	60.21	44.1	35.64	41.6
General %	52.59	35.4	45.20	36.1	52.01	36.2	29.43	36.3	45.73	36.7
Advanced %	23.37	28.1	15.78	26.9	15.17	23.7	7.58	18.6	16.18	27.0

NB: NE - Non-Exceptional BE - Behavioural SLD - Specific Learning Disability
 GLD - General Learning Disability S&L - Specific Learning Disability SD - Standard Deviation

Secondary school performance also differed significantly among exceptional students according to Special Education placement. (See TABLE 6)

TABLE 6

Courses Completed by Exceptionality and Placement

	BE-RC		BE-SC		SLD-RC		SLD-SC		GLD-RC		GLD-SC	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Average Courses Per Year	2.23	1.9	2.33	3.7	4.62	3.2	3.47	3.9	4.19	3.1	2.63	3.1
Basic %	64.78	42.1	35.71	40.0	18.33	32.1	43.69	44.4	62.70	43.4	72.62	38.4
General %	31.69	36.4	49.23	39.0	56.65	32.7	47.45	40.7	34.11	40.6	25.39	37.6
Advanced /OAC %	3.54	8.3	6.60	15.7	21.87	27.2	5.64	13.1	2.52	8.3	.48	1.5

NB: Due to a small sample size, the Speech and Language (S&L) group was excluded from this analysis.

BE - Behavioural SLD - Specific Learning Disability GLD - General Learning Disability
SD - Standard Deviation RC - Regular Class SC - Special Class

For Specific Learning Disability (SLD) and General Learning Disability (GLD) groups, those placed in regular classes in elementary years completed more courses per year than their counterparts placed in special classes. Specific Learning Disability-Special Class (SLD-SC) and General Learning Disability-Special Class (GLD-SC) students completed more Basic level and fewer General and Advanced/OAC level courses than their counterparts. If we accept the assumption that placement in special classes was decided on the basis of a greater learning deficit and greater need for support, then it is expected that special class (SC) students would perform less well in secondary school. However, Behavioural (BE) students showed a different pattern of school performance. Behavioural-Regular Class (BE-RC) and Behavioural-Special Class (BE-SC) students did not differ in the number of courses completed per year, but Behavioural-Special Class (BE-SC) generally performed better than their regular class (RC) counterparts in achieving higher proportions of General and Advanced/OAC courses and fewer Basic level courses. Considering that the number of Behavioural (BE) students under study was small, this unusual finding will have to be monitored in the future.

When Grade 9 destreamed marks were compared, there were no significant differences between exceptionality groups for Business, English, French, History and Design & Technology courses. Behaviour (BE) and Specific Learning Disability (SLD) students obtained significantly lower marks in Geography than General Learning Disability (GLD) and Speech and Language (S&L) students. Specific Learning Disability (SLD) and Non-Exceptional (NE) students, however, did not differ significantly in their Geography marks. In Mathematics, Non-Exceptional (NE) students obtained significantly higher marks than Specific Learning Disability (SLD) students. For Science, Behavioural (BE) and Specific Learning Disability (SLD) students' marks were significantly lower than the marks of other groups. Physical Education marks were significantly lower for Behavioural (BE) students than other groups. Where there were significant differences in marks, Behavioural (BE) and Specific Learning Disability (SLD) students seemed to have performed less well than students in other exceptionality groups. However, it should be noted that there were wide variations in the marks within each group (e.g., the standard deviation for an average mark of 60 is 15 to 20 points).

There were no significant differences in the Grade 9 destreamed course marks between regular class (RC) and special class (SC) subgroups in any of the exceptionality groups examined.

Conclusions about Performance:

A comparison of the school performance revealed no differences in terms of the number and level of courses completed per year between Non-Exceptional (NE), Specific Learning Disability (SLD) and Speech and Language (S&L) students. The school performance of Behavioural (BE) students was significantly delayed in comparison to all other exceptionality groups. School performance between regular class (RC) and special class (SC) students showed that regular class (RC) students from Specific Learning Disability (SLD) and General Learning Disability (GLD) groups tended to perform better than their special class (SC) counterparts within the same exceptionality. Behavioural-Special Class (BE-SC) students, however, seemed to achieve better than their regular class (RC) counterparts. It may be possible that the support provided for Behavioural-Regular Class (BE-RC) students was not sufficient to meet their needs.

Drop-out Rates

Students who leave secondary school before completing their Ontario Secondary School Diplomas are defined as drop-outs. The average drop-out rate for the sample of 4,262 students was 23.3%. The drop-out rate for non-exceptional (NE) students was 26.9% which was significantly higher than that of exceptional students as a group (21.5%). There were also significant differences in the drop-out rates between exceptional students, showing the highest drop-out rate for Behavioural (BE) students and the lowest for Speech and Language (S&L) and Specific Learning Disability (SLD) students. (See TABLE 7)

TABLE 7

Drop-out Rates by Exceptionality

	NE	BE	SLD	GLD	S&L
Number of Drop-outs	392	65	352	163	17
Percent of Sample	26.8	37.4	19.0	25.3	15.6

NB: NE - Non-Exceptionality BE - Behavioural SLD - Specific Learning Disability
GLD - General Learning Disability S&L - Speech and Language

Drop-out rates also differed according to Special Education placement in elementary schools for Behavioural (BE) students. Behavioural (BE) students who were placed in regular classes in elementary schools had an extremely high drop-out rate of 70% while the drop-out rate for Behavioural-Special Class (BE-SC) students was 34.4%. (Caution should be exercised in interpreting this statistic as the sample size is small). There were no significant differences in the drop-out rates within the Specific Learning Disability (SLD) and General Learning Disability (GLD) groups between students placed in regular or special classes during elementary school years.

The drop-out rates of composite (20.7%) and vocational (31.2%) students differed significantly. A further comparison of drop-out rates for composite and vocational students also showed significant variations depending on whether students were exceptional or non-exceptional. (See TABLE 8) Non-exceptional students who attended vocational schools had the highest drop-out rate while exceptional students in composite schools had the lowest drop-out rate. It appeared that more exceptional students than non-exceptional students stayed in school within the same school setting: composite or vocational. The conclusion that may be drawn from this finding is that exceptional students might have been given more support by virtue of their identification and therefore, were less likely to drop out of school.

TABLE 8

**Drop-out Rates by Special Education Placement and
Secondary School Enrollment**

	Composite/ Non-Exceptional	Composite/ Exceptional	Vocational/ Non-Exceptional	Vocational/ Exceptional
Drop-Out Rate	24.4%	19.2%	43.1%	27.6%

Students who dropped out completed significantly fewer credits than those who stayed in school. Drop-outs completed more Basic level courses and fewer General and Advanced/OAC level courses than nondrop-outs. (See TABLE 9) The marks for drop-outs were significantly lower than marks for non drop-outs in 15 out of 16 Grade 9 courses compared.

TABLE 9

School Performance of Drop-outs and Non Drop-outs

	Non Drop-outs		Drop-outs	
	Mean	SD	Mean	SD
Average Courses Per Year	4.84	3.7	3.13	3.0
% Basic Courses	26.48	39.7	40.49	43.3
% General Courses	50.24	36.1	44.53	38.3
% Advanced/OAC Courses	20.24	27.2	10.10	19.9

A regression analysis was completed to identify predictors for school drop-out. Four variables were found to be significant predictors, but they only accounted for approximately 8% of the variance. (See TABLE 10) This suggests that the problem of dropping out is multi-faceted. The four variables identified did shed some light on the issue and underscored the importance of academic skills and the need for student support in the prevention of school drop-out.

TABLE 10**Significant Predictors for School Drop-out**

	% of Variance
Reading (As Assessed by the WRAT or Spache)	3.2
Exceptionality Classification	1.9
Arithmetic (WRAT)	1.9
Mobility (Number of Schools Attended)	1.0

An examination of student drop-out rates over time showed a significant decrease in drop-out rates. The drop-out rate of younger students was significantly lower than students born earlier. TABLE 11 shows the student drop-out rate by age (as reflected by their birth year). As a previous study showed that student drop-out rates were negligible before they were 16-years-of-age, students born in 1981 and 1982 were excluded.

TABLE 11**Drop-out Rates by Student Birth Year**

Birth Year	1974	1975	1976	1977	1978	1979	1980
Drop-out Rate	30.8%	38.7%	39.1%	35.3%	26.0%	21.2%	8.5%

The significant trend of decrease in drop-out rates may be reflective of the increasing success of the education system in supporting students experiencing academic difficulties.

**Conclusions
About
Drop-out:**

The highest drop-out rate was seen for Behavioural (BE) students and the lowest for Speech and Language (S&L) and Specific Learning Disability (SLD) students. Placement in vocational schools seemed to increase the rate of drop-out. Non-exceptional students who attended vocational schools had the highest drop-out rate while exceptional students in composite schools had the lowest drop-out rate.

Support seemed to be a key factor for students remaining in secondary school in that non-exceptional students had significantly higher drop-out rates than exceptional students, and two out of three Behavioural-Regular Class (BE-RC) students dropped out of school while the drop-out rate for Behavioural-Special Class (BE-SC) students was half that. The conclusion that may be drawn from these finding is that exceptional students generally, by virtue of their identification and more specifically, Behavioural (BE) students by virtue of their placements in Special Education programs may have been given increased support and were, therefore, less likely to drop out of school.

The predictors of drop-out identified in this study underscored the importance of academic skills, support for students, and few school changes.

Facet 2: Factors which Mediate Success For Exceptional Students

A. Proposed Design

- Input:** Will come from student characteristics such as intellectual, academic and behavioural profiles
- Process:** Survey of school and classroom programs
Survey of system supports
Survey of student and parent perceptions
- Output:** Student success as measured by:
- teacher-assigned marks/outcomes
 - academic achievement levels
 - student/parent perceptions

B. Current Progress

- Completed draft of survey instruments (for further input from Classroom Teachers, Principals/Vice-Principals, Learning Resource Teachers, Special Education Consultants, Psychoeducational Consultants and any other necessary parties) for assessing school and classroom programs, system supports, and student and parent perceptions.
- Completed draft of cover letters to participants explaining the purpose of the survey instruments.

C. Proposed Time Frames for Immediate Future

1996 November/December - 1997 January

- Establish student "success" measures
(Discussion of defining student success using available data such as report cards [outcomes from common curriculum where available] and the administration of pre- and post-WRAT-3's)
- Develop full proposal / design

1997 April, 1998 April/May

- Survey teachers, principals/vice-principals (written)
- Survey parents (written and phone follow-up)
- Survey students (written/oral)

AGENDA
PROGRAM COMMITTEE
1997 02 06

GOVERNMENT DOCUMENTS

Confirmation of the minutes of the regular meetings of 1996 12 05 and 1997 01 09.

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. Common Curriculum - Grades 1-9: Provincial and Board Reviews and Administration of other Standardized Tests Pages 1 to 2
2. Correspondence from the Ministry of Education and Training re the Evaluation Report: Model Program for Expelled Students [referred at the 1996 09 19 Board - Pages 1 to 54]

Note: Attached is a copy of the covering Memo to the complete package that was distributed with the October, 1996 Program Agenda.

Members requiring a copy for this meeting are asked to call the Minute Room
Ext. 2274 or 2273. Page 3

ELEMENTARY/SECONDARY

BUSINESS ARISING FROM THE MINUTES:

1. Response from the Officials to the Presentation by Jim Enos re Sex-Education Materials [to be deferred to the March, 1997 meeting]
2. Report re Reduction in Staff FTE for Non-mandated Programs: Design and Technology Family Studies, Guidance, Library Pages 4 to 10

NEW BUSINESS:

1. Presentation by Planned Parenthood Association re Sex Education (see separate package)

100-21-1000

100-21-1000

100-21-1000

Date: 1997 02 06
 To: Chairman and Members of the Program Committee
 From: E. G. Bond, Superintendent of Program
 Re: Implementation of "The Common Curriculum-Grades 1-9" Status Report
 Report: Information

BACKGROUND

In February 1993, the Ministry of Education and Training released a working document entitled "The Common Curriculum, Grades 1-9" which described the curriculum for the Province of Ontario for Grades 1-9. In January 1994, a report was brought to the Board which summarized this document and presented information regarding plans for its implementation. A second report was brought to the Board in May 1994 in which "The Common Curriculum-Grades 1-9" System Implementation Plan was approved. A third report was brought to the Board in January 1995 which included a draft of the grade 9 Reporting Statements, Learning Outcomes and report cards as well as recommendations regarding Standardized Testing of student performance.

In February 1995 the Ministry released "The Common Curriculum: Policies and Outcomes, Grades 1-9, 1995" which outlines the policies and educational philosophy that form the basis of education for all Ontario students in Grades 1-9. It also describes the knowledge, skills, and values students should develop by the end of Grade 9. A fourth report was brought to the Board in October 1995 which included a summary of the grade 9 program and reporting procedures, summaries of grade 1-8 field test materials and the results of a survey of school use of System-Wide tests. A fifth report was brought to the Board in May 1996 which recommended the use of the Hamilton Board Outcome-Based curriculum and reporting procedures for grades 1-8 beginning September 1996. This recommendation was amended to allow schools to use traditional reporting procedures for the school year 1996-97 while awaiting Ministry direction regarding the provincial student progress report.

Since the last report to Board the following initiatives have taken place:

- The grade 9 outcome-based program is now in its second year of implementation.
- In-service of grade 1-8 teachers continues in all areas of study with particular emphasis this year in Language Arts, Mathematics and assessment, evaluation and reporting of student performance in an outcome-based model of program delivery.
- Implementation of Language Arts/English (Grades 1-8), Mathematics (Grades 1-8), Core French (Grades 4-8) and Advisory Program (Grades 6-8) has been ongoing during this school year.
- Field testing of all other areas of study (including: Science, Social Studies, the Arts, Information Skills and Technology, Physical Education, Healthy, Active Living) is taking place in schools in the system. Development teams will use input from teachers and parents to revise these field test versions for implementation during the school year 1997-98.
- Design and Technology outcome-based curriculum is currently being developed.

- During this school year there are a variety of **Progress Reports for Grades 1-8** being used in the system. Twenty-eight schools are using the new Hamilton Outcome-Based progress report (electronic and/or hard copy versions), 35 schools are using the traditional Hamilton Board progress reports, 7 schools are using school designed progress reports and 7 schools are involved in the Ministry's field test of the outcome-based Provincial Student Progress Report.
- In-service by Board staff and Ministry personnel regarding the grade 3 (Language Arts and Mathematics) and grade 6 (Mathematics) **Provincial Reviews** has been initiated and will continue in preparation for Spring 1997 testing. System results are expected in the Fall of 1997 and will be reported in accordance with Board policy.
- The third annual **Summer Institute** is being planned for August 29-31, 1997. The focus will be a wide variety of in-service sessions for teachers to help them prepare for the continuing changes in program, assessment and reporting.
- Computer software which will allow efficient tracking of student performance on all learning outcomes is being field tested in grades 1-9. This "**Student Achievement Profile**" will allow teachers to quickly access records of individual and class performance, record student performance during the school year, and produce up-to-date Progress Reports for parents. This software allows quick, accurate analysis of overall student performance in a school and the system to allow for the allocation of resources where most needed. The software will be demonstrated as part of the presentation.

ISSUE

To present to the trustees information regarding the implementation of "The Common Curriculum-Grades 1-9" .

RECOMMENDATION

That the status report on the implementation of the Common Curriculum be received for information.



Ministry
of Education
and Training

Ministère
de l'Éducation
et de la Formation

PAGE 3

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Minister

Ministre

OFFICE OF THE

JUL 2 1996

MEMORANDUM TO:

**Chairs of School Boards
Directors of Education
Secretaries of School Boards**

DIRECTOR OF EDUCATION

FROM:

**John C. Snobelen
Minister**

DATE:

June 17, 1996

SUBJECT:

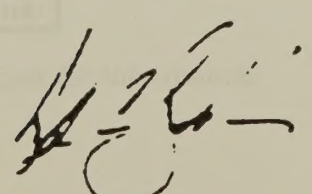
**Evaluation Report: Model Program for
Expelled Students**

In the Fall of 1994, the Ministry of Education of Training entered into a partnership with the Metropolitan Toronto School Board to provide a Model Program for Expelled Students. The purpose of this pilot project was to provide students expelled from school with an opportunity to continue their education and receive the type of counselling and community support which might enable them to gain lost ground.

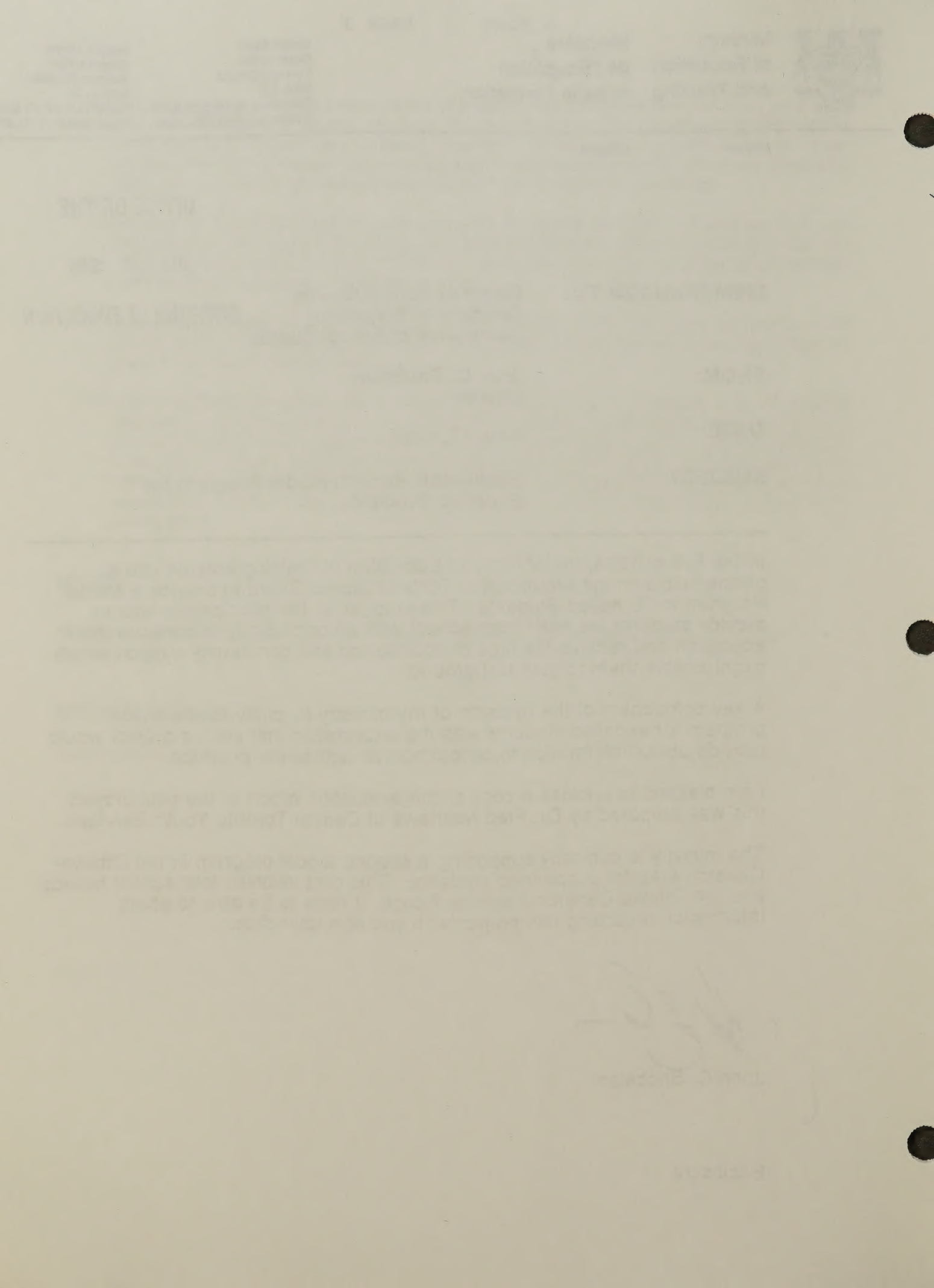
A key component of the decision of my ministry to jointly fund a model program for expelled students was the expectation that such a project would provide useful information to school boards across the province.

I am pleased to enclose a copy of the evaluation report of the pilot project: this was prepared by Dr. Fred Mathews of Central Toronto Youth Services.

The ministry is currently supporting a second model program in the Ottawa-Carleton area for suspended students. This pilot involves four school boards and the Ottawa-Carleton Regional Police. I hope to be able to share information regarding this project with you at a later date.


John C. Snobelen

Enclosure



1997 01 20

TO: Chairman and Members
Program Committee, Hamilton Board of Education

FROM: Stew Thompson, Assistant Superintendent of Schools

RE: Reduction in staff FTE for non-mandated programs:
Design & Technology, Family Studies, Guidance, Library

REPORT CLASSIFICATION: For information

Background:

In response to the letter of concern from the Hamilton Council of Home & School Associations, a verbal update regarding the effects of *"the elimination of teacher positions in Design & Technology, Family Studies, Libraries and Guidance"* was requested for the November 7, 1996 meeting of the Program Committee. At that meeting, a survey of ten randomly selected middle schools was conducted and data was provided outlining the reduction in teachers assigned, the extent of the program and how outcomes were being met in each area.

After the presentation and discussion period, the following motion was passed:

"That in response to the letter of concern from the Hamilton Council of Home and School Associations, a report be brought back on the number of non-mandated programs by schools for the 1995-96 and 1996-97 school years and how these programs are delivered."

Issue:

1. To clarify the difference between the Hamilton Board of Education's non-mandated programs (Family Studies, Design & Technology, Library {Information Skills} and Guidance) and required Ministry outcomes contained in the *Common Curriculum*.
2. To present the data collected as a result of the survey conducted with all K-8/Middle Schools (see **Appendix A**). Information has been organized in the chart for each subject under the following headings:
 - (a) Teacher(s) assigned 1995/96
 - (b) Teacher(s) assigned 1996/97
 - (c) What is the extent of the program?
 - (d) How are the Outcomes being met?
3. To address the issue of consistency of program in Hamilton schools.

Recommendations:

To receive this report for information.

Rationale:

1. The objectives contained in the course outlines for Guidance, Design & Technology, Family Studies and Library (Information Skills—Continuum) for the non-mandated programs previously delivered in all Hamilton schools (Grades 6 to 8) cover a much wider knowledge & skill base when compared to the related required outcomes contained in the *Common Curriculum* which are not attached to specific subjects. Outcomes-based curriculum guides for these non-mandated subjects have, therefore, not been written.

2. As a result of the reduction of **72.6** teachers previously assigned to non-mandated programs:

- Schools have drastically reduced teachers assigned to the non-mandated subject areas in 1996/97 compared to assignments in the 1995/96 school year. The following chart summarizes the data contained in Appendix A:

Subject	95/96 FTE	96/97 FTE	% Decrease
GUIDANCE	22.1	8.15	63.1%
DESIGN & TECH.	21.2	5.6	73.6%
FAMILY STUDIES	21.2	3.4	84.0%
LIBRARY	30.0	11.15	62.8%

- Although schools are not providing Design & Technology, Family Studies, Guidance and Library (Information Skills) as they have in the past, they are utilizing a variety of organizational structures and methods to address the related outcomes contained in the *Common Curriculum*. **(See Appendix A)**

3. Several factors need to be taken into consideration to address consistency of programs in Hamilton schools:

- For several years elementary schools have been assigned staff based on a formula which distributes staff in an equitable manner to all schools. Each school then develops an organization and teachers are assigned to deliver programs. These programs enable students to achieve the outcomes contained in the *Common Curriculum*.
- These organizations vary from year to year as they are based on meeting the needs of students. Each year the number of students in each grade changes as does the needs of students in those grades. As well, organizations also vary from school to school in order to meet a variety of student needs across the city.
- Schools progress on a continuum as they work towards the development and implementation of initiatives in their school plan. For example, some schools may be further ahead in their plans to implement Learning Centres to meet student needs while others may be further ahead in providing an integrated subject approach to learning as advocated in the *Common Curriculum*.

In summary, although currently there are a variety of organizations and methods of delivering program, all Hamilton schools are working from curriculum guides designed to enable students to achieve the required outcomes contained in the *Common Curriculum*.

GUIDANCE:

SCHOOL	TEACHER(S) ASSIGNED 1995/96	TEACHER(S) ASSIGNED 1996/97	WHAT IS THE EXTENT OF THE PROGRAM?	HOW ARE THE OUTCOMES BEING MET?
Adelaide Hoodless	.8	.2	•Counsellor responsible for Mediation Programs. •Transition to Secondary	•Most outcomes being delivered through advisor program
Bennetto	1.0	.5	•Individual counselling in P.M.'s.	•Advisor program—Second Step program done school-wide.
Burkholder	1.0 (20 hrs. per yr./per class)	.4 (Student Services)	•Emergency student/family counselling only. •Some individual student counselling. •Limited full class lessons with a focus on transitions 5/6 & 8/9.	•Outcomes are being met through "Student Services" Program.
C.B. Stirling	.6	.4	•Emergency counselling provided.	•Homeroom/advisor program delivers basic guidance outcomes.
Cardinal Heights	1.0	.5	•Limited class lessons & individual counselling.	•Whole class lessons by grade. •Group or individual counselling.
Chedoke	1.0	.5	•Small group and individual counselling. •Peer mediation. Divorce Group. Advisor Program Leadership.	•Outcomes are met through the Advisor Program and other subjects as relevant.
Dalewood	1.0	0		•Advisor Program •Health Program
Elizabeth Bagshaw	1.0	0.15	•6 — 40 minute periods in a 6-day cycle.	•Social Skills addressed through advisor time.
G.L. Armstrong	1.0	0.5	•Problem solving with students as needed. •No guidance lessons. •Not called Guidance —renamed Student Services.	•In school Co-op. Entrepreneurial skills. •Portfolio building. •Community linkages.
Glen Brae	1.0	0		•Advisor program addresses outcomes •"Self & Society" (50 min./wk) deals with some Comm. Curr. outcomes.
Hampton Heights	1.0	0.5	•Counselling	•Through Advisor Program & Homeroom.
Highview	1.0	0.5	•Counselling	•Advisor •Health & Transitions (trimestered) •Life Skills (trimestered)
Hillcrest	1.0	.2	•Counselling	•Three teachers share the responsibilities for transition to and from Middle School. •Advisor program
Lake Avenue	.5	0		•Social Skills are delivered in the advisor with second step being implemented this year. •Career Counselling will be done in an elective conference—in the spring. •The staff member with Guid. qualifications is now full time LRT but uses her expertise to assist high risk students who need individual counselling.
Lawfield	1.0	1.0	•Classes are timetabled with Guidance Counsellor 1 period per cycle for all Gr.6,7,8's	•Through the Life Skills/Guidance Program.

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Memorial	1.0	.5	•Contact with outside agencies. •Counsel—confidential advocate/assistance with personal issues/early intervention. •DART Team Member •Coordinate transitions 5-6 & 8-9	•Self & society outcomes are being addressed through history, geog. phys. ed. & advisor.
Norwood Park	.5	0		•Program—outcomes are integrated into advisor themes.
Prince of W.	1.0	0		•Advisor Program. •Health •Social Worker
Queen Mary	.5	.3	•Social Skills offered grades 4 through 8	•Outcomes being met through advisor program.
R.A.Riddell	1.0	.5	•Some Counselling. Limited class program. Co-ordinates mediators.	•Integrated FS & some Guid. •Trying to attempt some guidance themes for Gr. 6's through Eng. class.
Ryerson	1.0	0.5	•Individual counselling, small group counselling. •Whole class teaching—guidance curriculum.	•Through social skills program FOCUS.
Tweedsmuir	1.0	.5	•Emphasis on individual & crisis counselling.	•Counsellor in concert with advisors.
Viscount Montgomery	.2	0		•During advisor time/class time a degree of guidance occurs, & will be where outcomes are being met.
W.H.Ballard	1.0	.5	•Minimal personal counselling. •Guidance Lessons	•Full class lessons are being delivered to all Gr. 6,7,8 classes.
Westview	1.0	0		•Incorporated in advisor & health.
TOTALS	22.1	8.15		

DESIGN & TECHNOLOGY:

SCHOOL	TEACHER(S) ASSIGNED 1995/96	TEACHER(S) ASSIGNED 1996/97	WHAT IS THE EXTENT OF THE PROGRAM?	HOW ARE THE OUTCOMES BEING MET?
Adelaide Hoodless	0.5	0		•Trying to address outcomes through Computer & Science program. Some are being met M15 & M16—industrial tools etc. are <u>not</u> addressed.
Bennetto	1.0	0		•D.T. outcomes are addressed in an elective program.
Burkholder	1.0 (33 hrs. per yr.)	0.5 (Applied technology)	•14 hrs per year. •Program components include communication & computer assisted design. •Very limited manufacturing component. •Focus is on using technology as a tool.	•Outcomes are being met through the "Applied Technology" integrated program.
C.B. Stirling	.5	0.2	•Taught Sept. to Feb.	•Through D.T., students are familiarized with machines & the process of fabrication. •Research takes place in Library.
Cardinal Heights	1.0	0	•Offered on 4 elective days.	•Integrated instruction.
Chedoke	1.0	0.5	•Gr. 6 D.T./Visual Arts •Gr. 7,8 D.T./Math. •More as a vehicle for developing a skill/concept.	•Limited time in the program—specific outcomes are being developed through other programs (focus: problem-solving)
Dalewood	1.0	0		•Science
Elizabeth Bagshaw	1.0	0	•Offered as an elective 4 days during school year.	•Elective Program

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G.L. Armstrong	0.9	0.2	•1 day/week whole class lessons.	•Very little "design". •Some woodworking and practical skills with tools.
Glen Brae	1.0	0		•A Communications Technologies course (100 min./week) addresses some Comm. Curr. outcomes.
Hampton Heights	1.0	0	•Partial Program, design elements covered.	•Through Graded Teams, Rotary & Exploratory.
Highview	1.0	0		•Some DT outcomes integrated into the science program.
Hillcrest	0.5	0.5	•Maintained DT program.	•Qualified teacher offers program based on technology outcomes to full classes.
Lake Avenue	0.5	0.3	•Reduce program (machinery/tools are not being used at this time.)	•Science & Technology have been combined. Attempting to deliver the outcomes M14 to M17 within science.
Lawfield	1.0	0		•Exploring ways to incorporate the DT into Math & Science next year.
Memorial	1.0	0		•Through Math & Science & Computers.
Nor. Park	0.5	.2	•Each class receives one hour per 6-day cycle.	
Prince of W.	1.0	.2	•Grade 8's only	
Queen Mary	0.5	1.0	•Full DT program, grs. 4 through 8 (Teacher on exchange. Qualified in DT only)	•Planning to integrate the outcomes of math/science, technology/computers.
R.A.Riddell	1.0	0.5	•Gr. 7 & 8 classes only on a quadmester basis.	•Outcomes as directed. Some integration with math.
Ryerson	1.0	0	•Principles of DT are being used in an "integrated" approach in Science.	•Science/Technology integrated—thematic. •Project-based through Science & DT Curriculum.
Tweedsmuir	1.0	1.0	•Each pupil receives one 10-wk exploratory session. Spec. class students receive two 10-wk sessions.	•Through classroom program.
Viscount Montgomery	0.5	0.5	•DT program time was taken from science /larger grade classes.	
W.H.Ballard	1.0	0		•Planning to integrate the outcomes of math/science, technology/computers.
Westview	0.8	0	•Tech outcomes are integrated.	•Computer •Elective program
TOTALS	21.2	5.6		

FAMILY STUDIES:

SCHOOL	TEACHER(S) ASSIGNED 1995/96	TEACHER(S) ASSIGNED 1996/97	WHAT IS THE EXTENT OF THE PROGRAM?	HOW ARE THE OUTCOMES BEING MET?
Adelaide Hoodless	.5	0		•Some outcomes met through Health, Social Studies & advisor program.
Bennetto	1.0	0	•Three half-day elective programs.	•Elective program.
Burkholder	1.0 (Family Studies)	0.5 (Family Lifeskills)	•14 hours per year. •Program components include child development, family & some community programs (<i>Macassa Lodge</i>)	•Outcomes are being met through "Family Lifeskills" Program.
C.B. Stirling	.5	.2	•Taught Feb. to June.	•Formal program
Cardinal He.	1.0	0	•Offered only on 4 elective days.	•Health classes
Chedoke	1.0	0		•Outcomes will be met through integration with other programs.
Dalewood	1.0	0		• Health. •Advisor. • Homeroom
Elizabeth Bagshaw	1.0	0	•Offered as an elective 4 days during the school year.	•Elective program.

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GL Armstrong	0.9	0	•Study of Nutrition & Food.	•Will use Elective Days/noon hour clubs/Health Program
Glen Brae	1.0	0		•Some objectives met through Advisor, some through Self & Soc.
Hampton Heights	1.0	0	•Life Skills & Family.	•Through Graded Teams, Rotary & Exploratory.
Highview	1.0	0	•Social studies includes Life Skills/Health/Transitions.	•Life Skills & Health/Transitions integrated into Soc. Studies prog.
Hillcrest	0.5	0		•Integrated into social studies/ Core Eng./Art.
Lake Avenue	0.5	0		•Outcomes M19-M22 are integrated into self & society (Health, History, Geog.)
Lawfield	1.0	0		•Exploring ways to incorporate the FS into Health & Soc. St. next yr.
Memorial	1.0	0		•Through Math & Science, Phys. Ed. & Advisor.
Norwood Park	0.5	0	•Whole class instruction integrated with health curriculum.	•Outcomes related to "healthy living" are taught to whole class.
Prince of W.	1.0	0.2	•Regular program for Gr. 8 only.	
Queen Mary	0.5	0		•Will be integrating outcomes into Health/Guidance.
R.A.Riddell	1.0	0.5	•Regular program for Gr. 7/8 only (Quadmestered)	
Ryerson	1.0	0.5	•Teaches full classes as opposed to half classes for half of the year (to all students).	•Through hands-on activity based program in the classroom. Small groups. •Significant program alterations to meet full class approach.
Tweedsmuir	1.0	1.0	•Each pupil receives one 10 wk exploratory session. •Spec. class students receive two 10-week sessions.	•Through classroom program.
Viscount Montgomery	0.5	0.5	•Regular program	•Time was taken from science and there are larger class sizes in all M.S. Classes.
W.H.Ballard	1.0	0		•Will be attempting to integrate them into Health/Guidance.
Westview	0.8	0	•Elective program.	•Incorporated in Health & Advisor Program.
TOTALS	21.2	3.4		

LIBRARY:

SCHOOL	TEACHER(S) ASSIGNED 1995/96	TEACHER(S) ASSIGNED 1996/97	WHAT IS THE EXTENT OF THE PROGRAM?	HOW ARE THE OUTCOMES BEING MET?
Adelaide Hoodless	1.0	0.5	•Tchr. Libr. available each a.m. Library open in p.m. as well under teacher supervision.	•Outcomes being met through co-operative planning between librarian and teaching staff.
Bennetto	1.0	0	•Book exchange only. One advisor group per day.	•Parent volunteers sort & shelve books.
Burkholder	1.0 (Library)	.6 (G. 7/8) .4 (Gr. 6) (Information Skills)	•Planning with subject & core teachers. Computers used by part of a class and activity groups •Managing resources—print, electronic, video & audio. Pilot testing Columbia system applications. •Scheduled Gr. 6 classes for infor./research skills, keyboarding, computer network application practice & language skills.	•Outcomes are being met through the "Information Skills" program integrating Info. Skills, Computers, Technology.

C.B. Stirling	1.5	.7	•Library is used by groups and classes for independent work & resources to augment classroom program. Computers are used for remedial and enrichment work.	•Through planning, and teaming with classroom teacher.
Cardinal Heights	1.0	.5	•Book exchange. Some research skills.	•C.D. ROM Technology dealt with in computers.
Chedoke	1.0	.5	•Book Exchange •Teaming •Small Group •Program Planning with other tchrs.	•Information skills integrated into other subject areas.
Dalewood	1.0	0.25		•Homeroom
Eliz. Bagsh.	1.0	0.1	•Classroom teachers use library.	•Info. skills integrated involves subject areas.
G.L.Armstr.	1.5	1.0	•Regular program, but less support for classroom teacher planning.	•Information Skills are met through computer program.
Glen Brae	1.0	0		•Teachers of diverse subjects are addressing Information Skills & are using the Library to do so.
Hampton H.	1.0	0	•Information Skills	•Through homeroom.
Highview	1.0	.5	•The Library is open half a day. •Classroom teachers can use library other half day.	•Outcomes are being met primarily through the Language Team.
Hillcrest	1.0	.1	•Classroom teachers can use library. •Administration	•Included in components of core Engl. & Math/Sci. teachers.
Lake Avenue	1.0	.3	•The Library is open all day with the tchr-libr. available for 3 half days (planning, working with groups, administration).	•The Library & computer lab are combined & by that means, students have access to information services.
Lawfield	1.0	1.0	•Info skills are timetabled for all Gr. 6,7 students. Gr. 8's are linked to the Lib. through the Eng./Hist. classes in groups.	•Outcomes are being addressed through the English & Hist./Soc. St. program.
Memorial	2.0	.3	•Assistance to Primary, Jr./M.S. teachers on research components of Information Skills. •Coordinating & supervising book exchange program.	•Through regular classroom programs in Lang., Hist/Geog, Social Studies, Environ. Studies & Science.
Norwood Park	1.0	.2	•Book Exchange K - 8. Each middle school class receives one hour Infor. Technology per 6 day cycle.	•Planning to have Information Skills outcomes delivered by other teachers.
Prince of Wales	1.0	0	•Mainly book exchange.	•English teachers are incorporating some library skills into their program.
Queen Mary	2.0	1.3	•Regular program	
R.A.Riddell	2.0 (K-8)	0.6 (K-8)	•Limited planning. •Limited # of students working in library at one time. •Limited integration of information & technology skills	•Some outcomes are part of unit work.
Ryerson	1.0	.5	•Planning with teachers (more informal). •Research done by whole class vs. small groups.	•Through regular classroom teacher & curriculum. •"More re-teaching due to time between visits."
Tweedsmuir	1.0	1.0	•As full as possible. T/L plans with staff & works with many groups. Also works with Res. Team on enriched program needs.	•Through classroom program.
Viscount Montgomery	1.0	0	•Library accessed by classroom teachers	•Information Skills incorporated into English program.
W.H.Ballard	2.0	1.0	•1 tchr-libr. works with JK-8 staff & students: (780 students & 35.5 staff) on a limited basis	•Outcomes being met through small group activities in the library (info. skills outcomes.)
Westview	1.0	0.3	•Book exchange. Whole class usage. TL now teaches Soc. St. & uses library as classroom & resources for program.	•1/3 of day available for groups & other classes with T/L support. TL/Soc. St. teacher incorporates Infor. Skills in program. •Also, comp. prog. 5 - 50 min/wk.
TOTALS	30.0	11.15		

URBAN MUNICIPAL

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GOVERNMENT DOCUMENTS

AGENDA
PROGRAM COMMITTEE
1997 03 06

Confirmation of the minutes of the special meeting of 1996 11 28.

ELEMENTARY/SECONDARY

BUSINESS ARISING FROM THE MINUTES:

1. "Growing-Up" Video Series and Other Issues
Report from Senior Officials

Pages 1 to 39

WATSON 31528

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WATSON 31528

Date: 1997 03 06
To: Chairman and Members
Program Committee
From: Elizabeth Bond, Superintendent of Program
Re: *Growing -Up* Video Series and Other Issues
Report from Senior Officials
Report: Information/Decision

Background

This section of the report presents a chronology of events related to the "*Growing Up*" video series.

DECISION OF CENTRAL REVIEW COMMITTEE

On October 30, 1996 the Central Review Committee met to respond to a challenge by Mr. Jim Enos, a parent of a child at Cardinal Heights School about the appropriateness of a three-part video series entitled the *Growing-Up* series.

The purpose of this meeting was to reconsider the challenge, as outlined in the Board Policy and Procedures for the Selection of Learning Resources.

The decision of the Central Review Committee regarding the *Growing-Up* video series was as follows:

"That the use of the video *Head Full of Questions* in the *Growing-Up* video series be restricted with the following stipulations:

1. parents must be notified by letter prior to the showing of the video;
2. parents must be given the opportunity to pre-view the video and to choose if they wish their child to participate in the viewing of the video.

That the use of *Changes* and *Especially You* in the *Growing-Up* series remain unchanged."

Following written notification of the Committee's decision, in writing on November 4, 1996, Mr. Enos requested permission to address his concerns about the *Growing-Up* series, with the Program Committee.

PRESENTATION BY MR. ENOS AND REQUESTS RE: THE "GROWING -UP" VIDEO SERIES AND OTHER ISSUES

At the Program Committee meeting on January 9, 1997, following his presentation, Mr. Enos made the following requests regarding the *Growing-Up* series and other issues:

- "1) Remove all copies of the sex-education videos "*Head Full of Questions*" and "*Changes*" from the Hamilton Board of Education Resources Library and from all Hamilton Public School Libraries and notify Public Health that they are not to use these videos for instruction in Hamilton Board of Education Classrooms. The concerns about these videos are clearly identified in the letter to Mr. Goodridge dated November 25, 1996.

- 2) As a committee recognize that outside of an HIV-free and monogamous relationship there is no such thing as "Safe Sex" and ensure that this message is incorporated into all sex education classes in the Hamilton School Board. The message to Hamilton School Board students must clearly be one of chastity, not a message of "Safe Sex" but rather a message to "Save Sex".
- 3) As a committee take note that as a result of Wentworth School Board Parent expressing their concerns with this video series, there is now in place a 10 point policy with regard to human sexuality videos (attached, Appendix VIII) which makes parental involvement a must prior to showing human sexuality videos which may be controversial."

PRESENTATION BY PLANNED PARENTHOOD SUPPORTING THE VIDEO SERIES

In a subsequent presentation to the Program Committee on February 6, 1997, Fran Agnew, Executive Director and Monica Bennett, Community Educator representing The Planned Parenthood Society of Hamilton provided additional information to trustees surrounding sexual health education in speaking against the two specific challenges made by Mr. Enos regarding *Head Full of Questions* and *Changes*.

REFERRAL TO SENIOR OFFICIALS

The presentations made by Mr. Enos and Fran Agnew and Monica Bennett from Planned Parenthood were referred to Senior Officials for a report back to the Program Committee.

Issues:

To provide information and recommendations for trustees regarding the following issues:

- The decision of the Central Review Committee regarding the *Growing-Up* video series.
- The delivery of sexual health education curriculum.
- The policy of the Wentworth County Board of Education on Human Sexuality Videos.

Recommendations:

- That the Board support the decision of the Central Review Committee (October 30, 1996) regarding the *Growing Up* video series with the following additional provision: that the presentation of the video *Head Full of Questions* to students not be initiated until Grade 8.
- That The Wentworth County Board of Education policy on Human Sexuality Video be referred to the Policy Review Committee for review and consideration.

Rationale:

Several national, provincial and Board policies and documents were consulted in the development of the criteria and procedures outlined in the Policy and Procedures for the Selection of Learning Resources, approved by the Board in May, 1994. (Appendix I). Specific reference is made to the provincial policy document, The Common Curriculum in this report since the Common Curriculum outlines the policies and educational philosophy that form the basis of education for all Ontario students in Grades 1 to 9. All publicly funded schools and school boards are required to develop programs based on this document for students in Grades 1 to 9.

The Principles of Education established in the Common Curriculum which underlie student learning, teaching and the curriculum are found in Appendix II. These principles emphasize that the curriculum must respect the diversity of values and cultures that children bring to school and therefore must draw from a wide range of beliefs, experiences, backgrounds and viewpoints.

The Ten Essential Outcomes which guide program delivery to the end of grade 9 are identified in Appendix III. The ninth Essential Outcome indicates the importance of making responsible personal choices about healthy living by being well-informed. The Specific Learning Outcomes that describe in detail the knowledge, skills and values that contribute to achieving the Essential Learning Outcomes indicate a progression of learning, from grade 1 to the end of grade 9. Appendix IV identifies the Specific Learning Outcomes outlined in the section of the Common Curriculum entitled Personal and Social Studies: Self and Society which relate to the expectations regarding education about human sexuality. Appendix V shows the pertinent sections of the Hamilton Board's Healthy, Active Living Curriculum, Grade 6, 7 and 8, which is based on The Common Curriculum.

Other sources of information which were consulted include:

Canadian Guidelines for Sexual Health Education, The Ministry of National Health and Welfare, Health Canada, Ottawa, 1994

Healthy Active Living Standards for Physical Health Education in Ontario, (Grades 1 - 9) Ontario Physical and Health Education Association, 1997.

The Canadian Journal of Human Sexuality Vol. 2(2), Summer, 1993. *Research Supports Broadly-Based Sex Education* pp. 89-98. (Previously distributed to Trustees at the request of Trustee Bishop - 1997 02 11).

*Appendices:

- Appendix I Policy and Procedures for the Selection of Learning Resources
- Appendix II The Principles of Education outlined in The Common Curriculum
- Appendix III The Ten Essential Outcomes in The Common Curriculum which guide program delivery
- Appendix IV Specific Learning Outcomes outlined in the section of the Common Curriculum entitled Personal and Social Studies: Self and Society which relate to the expectations regarding education about human sexuality.
- Appendix V Pertinent Sections of the Hamilton Board's Healthy, Active Living Curriculum, Grades 6, 7 and 8.
- Appendix VI *Canadian Guidelines for Sexual Health Education*, The Ministry of National Health and Welfare, Health Canada, Ottawa, 1994.
- Appendix VII *Healthy Active Living Standards for Physical Health Education in Ontario, Grades 1 - 9)* Ontario Physical and Health Education Association, 1997.
- Appendix VIII The Wentworth County Board of Education Policy on Human Sexuality Videos

***Please Note:** Sections pertinent to this report are underlined or bracketed to facilitate your reading.

STATEMENT OF POLICY FOR THE SELECTION OF LEARNING RESOURCES

To meet the needs of students, teachers and the community, it is the policy of the Board of Education to provide a wide range of learning resources at various levels of complexity, reflecting diversity of appeal, portraying gender and cultural inclusiveness, and representing multiple perspectives.

Approved May, 1994

The criteria and procedures outlined in the Board Policy and Procedures for the Selection of Learning Resources are based upon the following national, provincial and Hamilton Board policies and documents:

The Constitution Act, 1982

The CANADIAN CHARTER OF RIGHTS AND FREEDOMS identifies the following as some of our fundamental freedoms:

- Freedom of conscience and religion
- Freedom of thought, belief, opinion, and expression, including freedom of the press and other media of communication

Canadian Library Association, 1985

STATEMENT ON INTELLECTUAL FREEDOM

"All persons in Canada have the fundamental rights, as embodied in the nation's Bill of Rights and the Canadian Charter of Rights and Freedoms, to have access to all expressions of knowledge, creativity and intellectual activity, and to express their thoughts. The right to intellectual freedom, under the law, is essential to the health and development of Canadian society".

Revised Statutes of Ontario, Chapter H19, 1990

THE ONTARIO HUMAN RIGHTS CODE

"...the creation of a climate of understanding and mutual respect for the dignity and worth of each person so that each person feels a part of the community and able to contribute fully to the development and well-being of the community and the Province."

Ministry of Education and Training

THE COMMON CURRICULUM

Grades 1-9, February 1993, p. 4

"An education based on democratic principles ensures not only that students are exposed to different points of view on issues, but also that they learn to recognize biases and explore different philosophical positions as part of the process by which they develop and reflect on their personal value systems."

Board of Education for the City of Hamilton, May 1992

RACE RELATIONS AND ETHNOCULTURAL EQUITY POLICY.

"We are committed to an environment which reflects, respects, and celebrates the racial, ethnic, cultural and religious plurality of our society."

"Learning materials will reflect the roles, experiences and contributions made by both men and women in our pluralistic society."

Part One: The Principles of Education for Grades 1 to 9

The principles of education outlined in this section must guide school programs and practices so that all students may be able to achieve the outcomes of the Common Curriculum.

As stated earlier, it is important that we respond to change in a framework that recognizes the strengths of the past. It is therefore relevant to point out that many of the principles outlined below are not new and have been at the basis of our educational practices for some time. In keeping with the particular goals and emphases of the Common Curriculum, however, they are described here from a perspective that shows their relevance for outcomes-based learning and an integrated approach to teaching and learning. Some of the principles described derive directly from these two approaches.

LEARNING

1. Learning involves developing values as well as knowledge and skills.

When people talk about values, they are talking about the things that are important to them – the beliefs that guide their behaviour and give meaning and purpose to their lives. Our personal values influence our attitudes and decisions, and affect our relationships with other people. The values of a society shape the values of individuals and are in turn shaped by them. The values of a society inevitably influence its laws, customs, and institutions.

Children and young people develop their values and attitudes through exposure to certain beliefs and behaviours as they are brought up. They are strongly influenced by parents, siblings, peers, the school, and the media. Although schools do not play the primary role in developing children's values, they communicate a strong message about values both through the curriculum and through the attitudes and behaviour that are demonstrated and encouraged. Teachers, in particular, must remember that they are role models for students and can have great influence on their attitudes and behaviour.

The curriculum itself cannot be neutral about values. This statement has particular implications for our schools, in which the student population represents a variety of races and cultures. The curriculum in our schools cannot ignore this diversity by focusing exclusively on the traditions and perspectives of a dominant group; it must draw from a wide range of beliefs, experiences, backgrounds, and viewpoints so that all students are included

The values that are at the heart of the curriculum described in this document . . . should help all students to develop a positive sense of self and respect and concern for others, as well as a sense of belonging in the community, a sense of social responsibility, a commitment to democracy and human rights, and a love of learning.

and recognized, and are able to relate to learning experiences in a meaningful way. The values that are at the heart of the curriculum described in this document reinforce democratic rights and responsibilities and are common to many faiths and cultures. They are based on a fundamental belief in the worth of all persons, a recognition of the interdependence of human beings and the environment, and a belief in the inherent value of all forms of life in nature. They should help all students to develop a positive sense of self and respect and concern for others, as well as a sense of belonging in the community, a sense of social responsibility, a commitment to democracy and human rights, and a love of learning. It is important to note that these values will not be developed in isolation but will form an integral part of students' learning as they explore various areas of knowledge and relate them to problems and issues in everyday life.

2. Students learn in different ways and at different rates.

Each student is a unique individual who has his or her own particular ways of learning. The need to serve a range of different learning styles presents teachers with a complex and demanding challenge; they must keep track of each student's progress and adjust their teaching methods to meet individual needs. It is necessary to give all students the time and the resources they need to achieve the expected outcomes.

3. Students learn by asking questions and making connections.

Learning is an active process that involves a constant search for meaning. We find meaning in the experiences of daily life by looking, listening, investigating and experimenting, and connecting what we discover to what we already know. The curriculum should encourage this kind of constant inquiry and help students to see the connections among people, things, events, processes, and ideas.

4. Learning requires effort and self-discipline.

Although people often learn through talking and working with others, all students are responsible for their own learning. Students need to understand that in all areas of life there is a direct connection between discipline, effort and achievement. They need to realize that consistent effort will help them to achieve their goals and bring them satisfaction, enjoyment, and increased self-esteem.

5. Students must see the relevance of what they are learning.

Students will see their learning as relevant by making connections between school work and their own experiences, pursuits, and goals. Since there will be times when the relevance of a learning activity might not be readily apparent to some students (for example, some students might not see attention to grammar as relevant), teachers will need to point out connections, whenever appropriate, between what is being learned and its application and usefulness in daily life. A lifelong love of learning develops from seeing how learning contributes to one's life and from having confidence in one's ability to learn effectively.

TEACHING

1. Teachers must address the range of knowledge, skills, and values found among students.

Learning builds on existing knowledge, skills, and values. Teachers must, therefore, continually take into account the variety of knowledge bases, abilities, and values that children from different backgrounds bring to school.

Teachers must also recognize that the values and attitudes of students and the beliefs students develop about themselves and others are greatly influenced by the classroom and school environments. Teachers must recognize their own biases and encourage students to consider different points of view on issues. In considering diverse points of view, students should recognize and question their own and others' biases.

2. Teachers must use a variety of methods to meet the different learning needs of students.

Teachers must draw on a variety of teaching strategies to meet the needs of all students in the class. Every classroom will have students from different backgrounds and with various abilities, interests, and learning styles; many classrooms will include students with special needs.

Hands-on activities should be emphasized, since it is particularly important for students to learn by doing. Class, small-group, and individual learning activities will all be part of the teacher's repertoire. While all students will undoubtedly benefit, both socially and intellectually, from the experience of working in small groups, they must also be given opportunities to develop the ability to learn and work on their own.

3. Teaching methods must encourage students to ask questions and make connections.

People learn best when they are encouraged to be curious about their world. Teachers must, therefore, help students to ask relevant questions and to look for the answers in appropriate ways. Students also need help to see the connections among the ideas they come across in different areas of their program, particularly ideas that relate to the family, their peers, the community, the environment, and society. All teaching should be based on a view of life as an integrated whole, in which people, things, events, processes, and ideas are interrelated.

All teaching should be based on a view of life as an integrated whole, in which people, things, events, processes, and ideas are interrelated.

4. Teachers must have high expectations for all students.

Students learn best when they are encouraged to stretch themselves beyond their current levels of skill and understanding. Teachers must encourage students to set high standards for themselves and to take greater responsibility for their own learning and progress. They can do this by having high expectations for all students and by taking into consideration their various abilities and ways of understanding. Teachers need to provide opportunities for students to reflect on how they have learned, what they have learned, and what they need to learn.

5. Teaching must occur in contexts that link school work to everyday life.

Because learning involves not only the development of knowledge but also its use in meaningful contexts, teaching students to apply knowledge in real-life situations is one of the great challenges schools face. Learning experiences that contribute to achieving the outcomes of the Common Curriculum should occur in a variety of contexts, including the home, the school, the workplace, and the community. These contexts provide rich sources of information and experience, as well as opportunities to apply what is learned in a variety of situations.

CURRICULUM

1. The curriculum must reflect the diversity of Canadian society.

Curriculum must present an accurate picture of the world in which students live and will work. Students' self-image and their attitudes to others are affected both by what is taught and by how it is taught. Students are entitled to have their personal experiences and their racial and ethnocultural heritage valued, and to live in a society that upholds the rights of the individual. Students will also learn that their society is enriched and strengthened by its diversity.

2. Curriculum must be adaptable to accommodate the strengths, needs, and backgrounds of individual students.

Curriculum must respond to students' varying strengths and abilities, as well as changing needs and circumstances. In fact, some degree of flexibility must be built into every program, or it will soon become obsolete. Teacher assessment of student progress will indicate the kinds of adjustments that will be needed to meet the particular needs of individuals or groups as they work towards achieving the common outcomes.

A flexible curriculum allows and encourages the use of varied content and a range of teaching and learning methods and resources so that students can develop their personal strengths and pursue their own particular interests.

while achieving the outcomes. As well, a flexible curriculum allows participation in community activities and provides opportunities for people beyond the classroom to contribute to the school program.

3. The curriculum must guide students to make connections through constant inquiry.

Curriculum must enable students to develop inquiry skills and to use them to identify and explore the connections among different areas of learning and between school work and their own lives. The curriculum must therefore emphasize such activities as exploring and analysing ideas and problems, and creating and assessing solutions.

4. All of the activities and experiences that contribute to students' achieving the outcomes must be considered part of the curriculum.

The ways in which people in the school behave towards each other and work together in the course of school activities contribute to learning and are therefore part of the school curriculum. Principals and school staff must continually review all classroom practices and school procedures (including disciplinary procedures), activities, and programs to ensure that they are based on principles of antiracism and equity and that they support the outcomes and help all students to achieve them.

School-related experiences that take place outside the classroom or school – for example, in the course of after-school activities, school trips, fund-raising and community activities, or workplace experiences – should also be seen as part of the curriculum. Principals, school staff, and community members need to work together to ensure that, as far as possible, this wider learning environment also contributes to students' development of the expected knowledge, skills, and values.

5. Curriculum must demonstrate connections among people, ideas, events, and processes to prepare students for a changing world.

In the world in which students will have to work and function, different areas of knowledge and different components of reality are found together and are connected in many complicated ways. Integrated programs are built on these connections and continually focus students' attention on them as they explore various issues and problems. Over time, students develop the habit of seeing these connections in reality and of using this perception and knowledge in analysing issues and seeking solutions to problems. In short, an integrated curriculum and active, inquiry-oriented learning allow students to become creative, adaptable, and independent thinkers who are able to solve problems in a wide variety of situations and to assess their solutions in a global framework. It is this kind of resourcefulness that students will need in order to deal with the challenges of the future with confidence.

The Ten Essential Outcomes

The Common Curriculum identifies ten essential outcomes that guide the school program to the end of Grade 9. These outcomes are outlined below. Each essential outcome includes a numbered statement and several lettered statements. The lettered statements elaborate on the numbered statement and describe, in more specific terms, the kinds of knowledge, skills, and values students are expected to develop by the end of Grade 9.

It should be noted that the outcomes are not listed in order of priority; all are considered essential. They are, moreover, interconnected and apply to all program areas.

By the end of Grade 9, students will:

- 1. communicate effectively;**
 - a. demonstrate literacy and numeracy skills, including the ability to use appropriate conventions, symbols, and systems;
 - b. use the language, models, and symbols of all program areas effectively and appropriately;
 - c. demonstrate sensitivity to the effect of language, symbols, and communication methods on audiences and on human activities in general;
 - d. use a variety of forms, media, and languages to communicate ideas, experiences, and feelings.

Model: A simplified representation of an object or idea. Models can be concrete (e.g., a wind tunnel, a base-ten block) or conceptual (e.g., a particle model, a four-step problem-solving model).

Students must develop the ability to read, write, speak, and listen using established conventions (e.g., rules of grammar, spelling, punctuation). As they explore language in various contexts, students will come to understand that such rules and conventions are not insignificant detail but essential means of communication; they are used to convey meaning and enable us to communicate with clarity and precision. Students will also explore the use of non-verbal signals in communication (e.g., stance, gesture, clothing) and the various media and techniques used in the arts.

Proper use of the language, conventions, and symbols of the various subjects is also important. Mathematics, for example, is a universal language. Its symbols, which are used to represent abstract ideas and operations (e.g., numbers, the addition and multiplication signs), are widely understood. Students learn to use these symbols along with everyday language to clarify their mathematical thinking and communicate it to others. The communication of mathematical ideas is an important part of such diverse subjects as science, technology, the arts, and social studies.

2. solve problems and make responsible decisions using critical and creative thinking;

- a. raise questions and pursue creative solutions using a variety of strategies;
- b. conduct an inquiry with integrity and discipline;
- c. use a variety of services and resources in the school, the community, and the broader society to gather and evaluate information;
- d. evaluate their problem-solving strategies and determine ways of improving them.

The ability to solve problems and make responsible decisions is essential for functioning effectively as a learner, a family member, an employer or employee, and a citizen. Problem solving is a fundamental process in mathematics, science, and technology. Every subject area, moreover, has its own problem-solving and decision-making strategies. Students need to learn to apply these strategies in their daily lives. They must also know how to obtain information and assistance from a variety of sources.

3. use technology effectively;

- a. use a wide range of processes, techniques, tools, and materials to gather information, solve problems, create and evaluate products, and communicate results;
- b. use technology safely and ethically at school, at home, and in the workplace;
- c. demonstrate the ability and willingness to evaluate the influence of technological developments on people, communities, and the environment.

Using technology involves the use of various processes, techniques, tools, and materials to gather information, solve problems, create and evaluate products, and communicate results. Students need to be able to use technological devices such as computers and to apply established and new technologies in all program areas and in daily life.

System: An ecological, social, or economic unit of organization made up of interdependent parts (e.g., digestive system, transportation system, system of government, solar system).

Students must also learn to use technology responsibly and wisely. For example, technology often makes possible a number of solutions to a given problem; these must be evaluated in terms of both their effectiveness and their consequences for people and the environment.

4. demonstrate an understanding of the world as a set of related systems;

- a. use appropriate ideas, models, and theories to investigate and describe the natural and human-made worlds;
- b. evaluate the interdependence of local, national, and global communities and their dependence on the environment;
- c. describe the contributions to today's world of men and women of many races, historical periods, and cultures;
- d. analyse the causes and effects of power relationships within groups in their immediate environment, the larger society, and the international community.

Our bodies, societies, and the world itself operate as a set of interconnected systems. For example, our bodies include digestive and nervous systems; societies include governmental and legal systems; earth is part of the solar system, the movements of which affect many aspects of life, including food production and navigation. Students explore these systems and their workings through learning experiences and projects in which subject areas are interrelated. For example, the study of the solar system would involve information, concepts, and investigation methods drawn from science, geography, mathematics, social studies, and history.

- 5. apply the skills needed to work and get along with other people;**
- a. work collaboratively and effectively with others on a common task;
 - b. demonstrate understanding of the ways in which individuals' family background, language, and culture influence their ideas and behaviour;
 - c. resolve conflicts in peaceful, co-operative, and equitable ways.

The ability to interact effectively with others is important in the home, the school, the workplace, and the community. In addition, students need to recognize and respect the fundamental worth of all people, particularly in view of Canada's diverse population. Students develop these skills and values in all program areas as they work together on collaborative tasks. Various aspects of human relationships are explored in literature and Personal and Social Studies: Self and Society. All program areas offer opportunities to consider the accomplishments of men and women of diverse backgrounds.

6. **participate as responsible citizens in the life of the local, national, and global communities;**
 - a. **contribute constructively to the life of the classroom, the school, and the community;**
 - b. **pursue excellence and originality in their own work and support these qualities in the work of others;**
 - c. **identify the rights and responsibilities of citizens of Canada and demonstrate commitment to Canadian citizenship;**
 - d. **demonstrate concern and care for the environment.**

All program areas, particularly Personal and Social Studies: Self and Society, provide the groundwork for responsible citizenship in a democratic society. By participating, as contributing members, in the life of the home, the classroom, the school, and the local community, students learn and practise the skills they will need for responsible participation in the larger society. Students learn the roles, rights, and responsibilities of citizens in Canada, including the responsibility of identifying and challenging inequities and improving the environment.

7. **explore educational and career opportunities;**
 - a. **demonstrate awareness of their personal values, strengths, abilities, and aspirations and an understanding of how these will influence their future choices and opportunities;**
 - b. **demonstrate awareness of the available range of personal and career opportunities;**
 - c. **demonstrate understanding of the relationship between educational achievement and career opportunities;**
 - d. **demonstrate knowledge of a variety of workplaces and the roles, skills, and abilities of people who work in them.**

All program areas help students to explore a variety of career opportunities and to become aware of the qualifications needed to pursue them. Students learn about various kinds of jobs and places of employment. They also learn to define their interests and assess their strengths and abilities, and to use this information as a basis for making informed decisions about the goals and educational programs they should pursue after Grade 9.

8. **apply aesthetic judgement in everyday life;**
 - a. **demonstrate awareness of aesthetic values in their everyday life;**
 - b. **describe aesthetic qualities in natural and human-made objects and materials, and in the relationships among them;**
 - c. **apply aesthetic criteria in producing and evaluating work in a variety of media;**
 - d. **describe and evaluate their feelings and thoughts about the natural world, their own work, and the work of others.**

Aesthetic judgements are often concerned with evidence that skill and discernment were used in creating a work or product. The criteria on which these judgements are made are for the most part based in specific cultures and times. Students must recognize that aesthetic criteria can be viewed and applied in many different ways, and that aesthetic judgements are made not only about works of art but about a wide variety of other works or products. For example, the judgement that a scientific theory is elegant, that a building has pleasing proportions, or that a piece of writing is beautiful is an aesthetic judgement. The ability to make such judgements and the ability to apply aesthetic criteria in selecting, designing, producing, and evaluating works and products are important skills for both life and work. These skills are developed through every program area, but particularly through the Arts.

9. make wise and safe choices for healthy living;

a. use self-knowledge as a basis for decision making;

b. demonstrate the ability to reflect on their experiences and learn from them;

c. make informed choices that will contribute to their physical, mental, emotional, and spiritual well-being;

d. demonstrate the ability to respond to change in a positive manner.

In our complex world, making sound decisions about healthy living requires that one be well informed about such topics as nutrition, physical fitness, sexuality, personal safety, disease prevention, and substance abuse. Students will explore these topics in all program areas, but particularly in Personal and Social Studies: Self and Society and in Mathematics, Science, and Technology. In addition, all program areas help students to develop a positive sense of self, to make responsible personal choices, and to reflect on results.

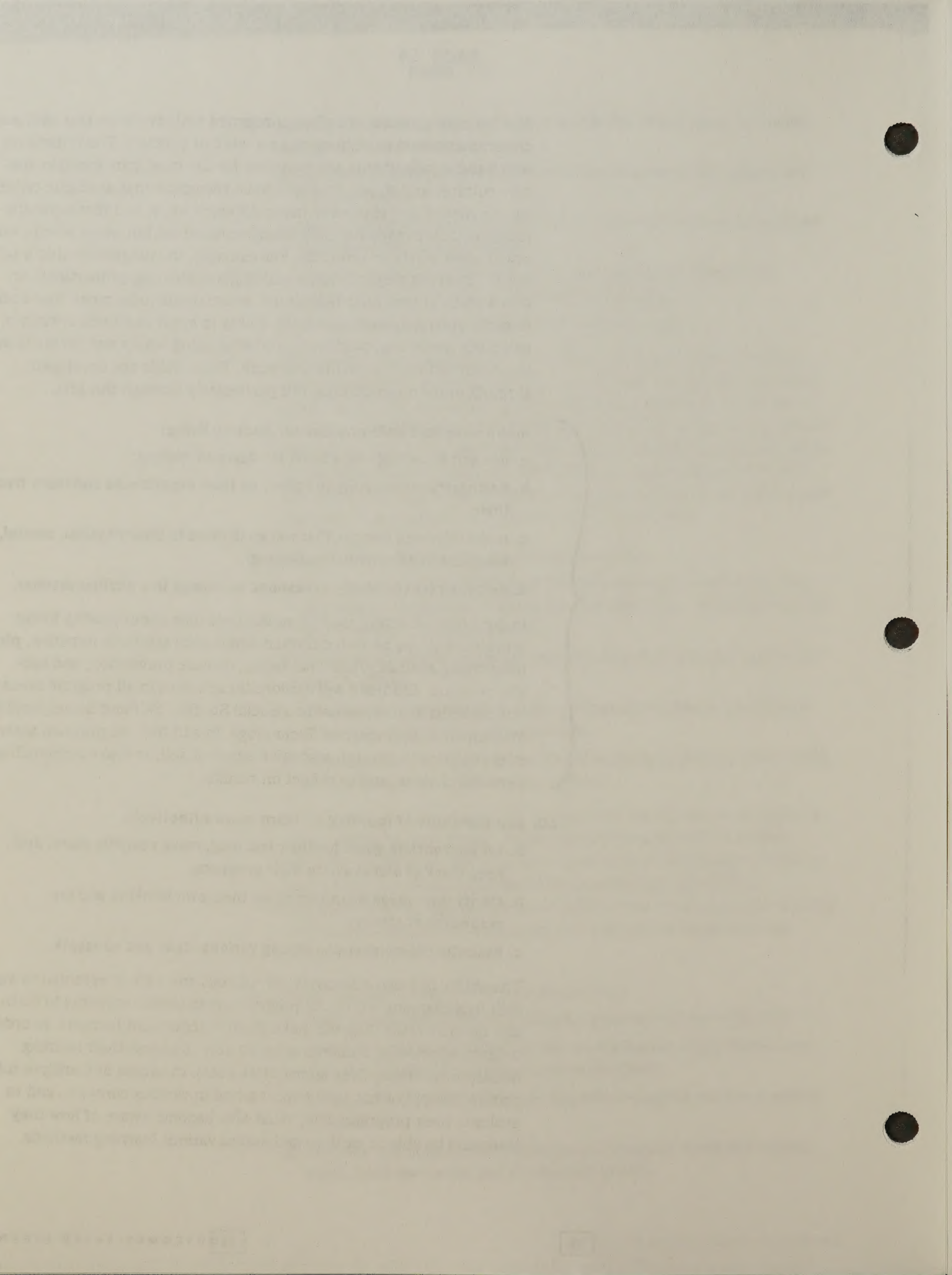
10. use the skills of learning to learn more effectively.

a. set appropriate goals for their learning, make realistic plans, and keep track of and evaluate their progress;

b. clarify their ideas by reflecting on their own thinking and the responses of others;

c. describe the connections among various ideas and concepts.

The ability to learn effectively throughout one's life is essential to success in a changing world. All program areas enable students to learn and practise skills that will make them independent learners. In order to learn effectively, students must be able to assess their learning needs, to set themselves appropriate goals, to access and analyse information, to apply what they have learned in various contexts, and to evaluate their progress. They must also become aware of how they learn and be able to explore and assess various learning methods.



By the end of Grade 3, students will:**By the end of Grade 6, students will also:****By the end of Grade 9, students will also:**

- P5 – identify the consequences of decisions and actions in daily life (*e.g., identify causes and results in literature from a variety of cultures, and write stories with a similar focus based on personal experiences*); 9a 9b 9c
- P6 – use appropriate social skills in different situations (*e.g., behave appropriately in hallways, at assemblies, on the playground, on field trips; co-operatively develop rules for the classroom*); 5a 6a
- P7 – identify forms of violence and report threats to their safety (*e.g., identify bullying, abuse, racism, sexism, stereotyping; discuss films or group theatrical presentations; role-play appropriate behaviour*); 4d 6a 9c
- P8 – identify ways of preserving personal physical safety related to sexuality (*e.g., identify inappropriate touching, situations in which they may be in danger*); 9b 9c
- P9 – distinguish between the proper and improper use of prescription and non-prescription drugs; 4a 9c
- P10 – follow safety rules and describe ways to obtain emergency help (*e.g., wear safety equipment; obey safety rules when walking or bicycling; describe how and when to contact a block parent, the police, the fire department*); 2c 3b 9b 9c
- apply a problem-solving model (*e.g., a conflict-resolution model*); 2a 2b 2c 2d
- use a variety of social skills and describe their benefits (*e.g., working with others, exercising leadership*); 5a 5b 5c 6a 10a 10b
- use a range of strategies to deal with harassment and with abusive or violent behaviour, and evaluate the effectiveness of the strategies (*e.g., peer mediation, preventative strategies*); 2a 2c 2d 4d 5c 9b 9c
- identify aspects of sexuality that are relevant to them, including those that affect self-esteem and relationships with others (*e.g., describe changes at puberty, the male and female reproductive systems; role-play to find solutions to real-life problems*); 4a 4d 9a 9b 9c
- explain different consequences of taking harmful and beneficial drugs or other substances (*e.g., effects of second-hand smoke; physical and social effects of abuse of alcohol; side effects of some common prescription drugs*); 4a 9c
- describe and apply safety procedures for activities in the home, school, and community (*e.g., describe and use first-aid procedures; create improvisations to demonstrate safety procedures to younger children*); 2c 3b 9c
- evaluate the effectiveness of various problem-solving models in specific situations (*e.g., in examining career possibilities; in dealing with family and peers; in dealing with sexual and racial harassment*); 2a 2b 2c 2d 10c
- use a variety of social skills as a regular part of daily life and assess their effectiveness; 2d 5a 5b 5c 10a 10b
- analyse various forms of violence to identify their sources and consequences (*e.g., victims of abuse may harass others, commit date rape or other types of sexual assault, or abuse their children; discrimination based on race, religion, gender, or sexual orientation may be a source of violence*); 2c 4d 5b 9c
- interpret information and analyse issues related to physical, emotional, social, and spiritual aspects of human sexuality (*e.g., discuss contraception, AIDS, sexually transmitted diseases, ethical questions in relationships*); 2c 4a 4d 5b 9a 9b 9c
- analyse issues concerning the use and abuse of alcohol, tobacco, drugs, and other substances (*e.g., foetal alcohol syndrome; impaired driving; increased smoking rates among female adolescents; failure in school*); 4a 9c
- identify and analyse school and workplace safety issues and practices (*e.g., handling of hazardous materials; application of ergonomic principles; improvement of lighting and air quality*); 2a 2c 3b 7d 9a 9c

NOTE: The numbers that are found after each specific learning outcome refer to the Ten Essential Outcomes (see Appendix II) .

The Common Curriculum 1995

1. The first of these is the fact that the Government has a monopoly of the right to issue currency. This is a power which is not shared by any other body in the country.
2. The second is the fact that the Government has a monopoly of the right to issue banknotes. This is a power which is not shared by any other body in the country.
3. The third is the fact that the Government has a monopoly of the right to issue coins. This is a power which is not shared by any other body in the country.
4. The fourth is the fact that the Government has a monopoly of the right to issue stamps. This is a power which is not shared by any other body in the country.
5. The fifth is the fact that the Government has a monopoly of the right to issue passports. This is a power which is not shared by any other body in the country.
6. The sixth is the fact that the Government has a monopoly of the right to issue visas. This is a power which is not shared by any other body in the country.
7. The seventh is the fact that the Government has a monopoly of the right to issue licenses. This is a power which is not shared by any other body in the country.
8. The eighth is the fact that the Government has a monopoly of the right to issue permits. This is a power which is not shared by any other body in the country.
9. The ninth is the fact that the Government has a monopoly of the right to issue certificates. This is a power which is not shared by any other body in the country.
10. The tenth is the fact that the Government has a monopoly of the right to issue diplomas. This is a power which is not shared by any other body in the country.

These are the powers which are not shared by any other body in the country. They are the powers which are reserved to the Government. They are the powers which are the basis of the Government's authority.

HEALTHY ACTIVE LIVING GRADE 6

NUTRITION

H.6.1 Makes informed choices that contribute to healthy living.

- H.6.1.1 Selects and uses healthy eating choices.
- H.6.1.2 Distinguishes between healthy and unhealthy fast food and snack choices.
- H.6.1.3 Analyzes information on simple food labels.

SAFETY

H.6.2 Identifies risks and applies safe practices to lead a healthy, active life.

- H.6.2.1 Identifies environmental hazards to personal health.
- H.6.2.2 Understands and avoids potential safety risks in the play environment, home and school.

SUBSTANCE USE AND ABUSE

H.6.3 Recognizes the risks of substance use and makes wise choices.

- H.6.3.1 Uses assertiveness, avoidance strategies and refusal techniques to help deal with peer pressure in situations pertaining to substance use and abuse.
- H.6.3.2 Identifies short and long term effects of smoking (tobacco).
- H.6.3.3 Examines the laws governing the use of tobacco.
- H.6.3.4 Identifies government agencies that provide services pertaining to smoking.

GROWTH AND SEXUALITY

H.6.4 Recognizes the relationship between growth and good health.

- H.6.4.1 Recognizes how personal body image affects self esteem.
- H.6.4.2 Relates body system functions (heart and lungs) to healthy living.
- H.6.4.3 Explains the social, physical, and emotional changes associated with puberty.
- H.6.4.4 Reviews menstruation, ovulation, and the fertilization process.
- H.6.4.5 Distinguishes between non-communicable and communicable diseases and explains how immunization contributes to good health.

HEALTHY RELATIONSHIPS

H.6.5 Applies skills to establish and maintain healthy relationships.

- H.6.5.1 Recognizes positive characteristics in others.
- H.6.5.2 Lists and identifies pressures associated with various relationships.
- H.6.5.3 Uses the "I.D.E.A.L." model for problem solving and conflict resolution.
- H.6.5.4 Develops strategies for avoiding and preventing potentially dangerous relationships.

Subject/Area of Study

Healthy Active Living - Growth and Sexuality

Grade

6

Reporting Statement

H.6.4.

Understands the relationship between growth, sexuality, and good health

Learning Outcome

H.6.4.1

Recognizes how personal body image affects self esteem

Indicators of Successful Student Performance	Suggested Learning/Teaching Strategies
• Defines self esteem. • Identifies things they like about themselves. • Understands how people and events and time around them (environment) can influence self esteem.	• <i>Getting There is Half the Fun</i> - lesson 2 Inside and Outside Me.

Subject/Area of Study

Healthy Active Living - Growth and Sexuality

Grade

6

Reporting Statement

H.6.4

Understands the relationship between growth, sexuality, and good health

Learning Outcome

H6.4.2

Relates body system functions (heart and lungs) to healthy living

Indicators of Successful Student Performance	Suggested Learning/Teaching Strategies
- Identifies the parts of respiratory and circulatory systems. - Traces the path of oxygenated and deoxygenated blood. - Explains how the circulatory and respiratory systems work together. - Connects active lifestyle with healthy cardiovascular system.	- Label diagram showing parts. - Heart and Lungs Play Ball - video. - Choosing Healthy Active Living p 22-24.

Subject/Area of Study

Healthy Active Living - Growth and Sexuality

Grade

6

Reporting Statement

H.6.4

Understands the relationship between growth, sexuality, and good health

Learning Outcome

H.6.4.3

Explains the social, physical and emotional changes associated with puberty

Indicators of Successful Student Performance	Suggested Learning/Teaching Strategies												
- Recalls physical changes in pubescent girls and boys. - Constructs a chart showing social changing during puberty. - Distinguishes emotional changes associated with puberty.	- Students could refer back to personal portfolio and make new entries including changes. Worksheet reference: <i>Looking Good/Feeling Good</i> <i>How Do I See Myself</i> - Student Activity 1 - Compare interests, activities and friends from the previous years to present. <table><tr><td></td><td>Past (gr. 4/5)</td><td>Present</td></tr><tr><td>Friends</td><td></td><td></td></tr><tr><td>Interests</td><td></td><td></td></tr><tr><td>Activities</td><td></td><td></td></tr></table> - Pupils can make journal entries to predict their interests, activities and friends in the future. - Through discussion, establish emotions associated with puberty. Role play related situations. Develop crossword puzzle or wordsearch using emotion words.		Past (gr. 4/5)	Present	Friends			Interests			Activities		
	Past (gr. 4/5)	Present											
Friends													
Interests													
Activities													

Subject/Area of Study

Healthy Active Living - Growth and Sexuality

Grade

6

Reporting Statement

H.6.4

Understands the relationship between growth, sexuality, and good health

Learning Outcome

H.6.4.4

Reviews menstruation and examines ovulation and fertilization process

Indicators of Successful Student Performance	Suggested Learning/Teaching Strategies
- Recalls menstrual cycle using wheel. - Defines ovulation. - Recalls the function of male reproductive system. - Illustrates and discusses the process of fertilization.	menstruation developing endometrium release egg - Relates to wheel. Re-label release egg to ovulation. <i>The Development of Me p 37</i> <i>Maturing and Changing Me p</i> <i>Maturing and Changing Me</i>

Subject/Area of Study

Healthy Active Living - Growth and Sexuality

Grade

6

Reporting Statement

H.6.4

Understands the relationship between growth, sexuality, and good health

Learning Outcome

H.6.4.5

Distinguishes between non communicable and communicable diseases and explains how immunization contributes to good health

Indicators of Successful Student Performance	Suggested Learning/Teaching Strategies
• Classifies communicable and non communicable diseases. • Discusses the need for immunization.	• Reason, Respect and Responsibility lesson 12 p 83-91. • Invite a family physician or Public Health Nurse to present information. • Refer to immunization card. • Introduce the Hepatitis B vaccine to be administered in grade 7.

HEALTHY ACTIVE LIVING GRADE 7

NUTRITION

H.7.1 Makes informed choices that contribute to healthy living.

- H.7.1.1 Examines factors that determine body weight.
- H.7.1.2 Understands caloric/energy balance.
- H.7.1.3 Analyzes personal diet.

SAFETY

H.7.2 Identifies risks and applies safe practices to lead a healthy, active life.

- H.7.2.1 Identifies proper strategies for caring for younger children.
- H.7.2.2 Understands and avoids potential safety risks in the play environment, home and school.

SUBSTANCE USE AND ABUSE

H.7.3 Recognizes the risks of substance use and makes wise choices.

- H.7.3.1 Uses assertiveness, avoidance strategies and refusal techniques to help deal with peer pressure in situations pertaining to substance use and abuse.
- H.7.3.2 Identifies short and long term effects of alcohol.
- H.7.3.3 Examines the laws governing the use of alcohol.
- H.7.3.4 Identifies government agencies that provide services pertaining to alcohol.

GROWTH AND SEXUALITY

H.7.4 Recognizes the relationship between growth and good health.

- H.7.4.1 Explores the potential for changing one's self.
- H.7.4.2 Identifies factors contributing to diseases related to the heart and lungs.
- H.7.4.3 Reviews reproductive systems of the male and female.
- H.7.4.4 Recognizes the stages of pregnancy.
- H.7.4.5 Explains the role of bacteria and viruses in the transmission of disease.

HEALTHY RELATIONSHIPS

H.7.5 Applies skills to establish and maintain healthy relationships.

- H.7.5.1 Appreciates why and how relationships change as an individual grows and develops.
- H.7.5.2 Develops strategies to maintain a feeling of competence including responsibility for decision making.
- H.7.5.3 Develops strategies for dealing with harassment and inappropriate touch.

Subject/Area of Study

Healthy Active Living - Growth and Sexuality

Grade

7

Reporting Statement

H.7.4

Understands the relationship between growth, sexuality, and good health

Learning Outcome

H.7.4.1

Explores the potential for changing oneself

Indicators of Successful Student Performance	Suggested Learning/Teaching Strategies
Identifies changeable and unchangeable aspects of their body.	Choosing an Active Healthy Lifestyle p 36-40 - includes case studies and personal analysis.

Subject/Area of Study

Healthy Active Living - Growth and Sexuality

Grade

7

Reporting Statement

H.7.4

Understands the relationship between growth, sexuality, and good health

Learning Outcome

H.7.4.2

Identifies factors contributing to diseases related to the heart and lungs

Indicators of Successful Student Performance	Suggested Learning/Teaching Strategies
• Recalls the parts and functions of the cardiovascular systems. • Lists diseases related to heart and lungs. • Constructs mindmap to demonstrate factors contributing to diseases of the heart and lungs.	• Brainstorm in groups to identify diseases related to heart and lungs. • Lungs for Life School Program - overhead 3. • Lung Association • Heart and Stroke Foundation • Pharmacy Info-Centres.

Subject/Area of Study

Healthy Active Living - Growth and Sexuality

Grade

7

Reporting Statement

H.7.4

Understands the relationship between growth, sexuality, and good health

Learning Outcome

H.7.4.3

Reviews reproductive systems of the male and female

Indicators of Successful Student Performance	Suggested Learning/Teaching Strategies
• Understands human sexual functions related to their changing body. • Labels detailed diagram of the male and female reproductive systems. • Reviews structure and functions of male and female reproductive systems.	• Reason, Respect and Responsibility Student Worksheet 12, 13. • R.R.R. Student Worksheet 1 p 21. Complete Fact and Fancy pre-test. Discuss. • R.R.R. Student Worksheet 15, 16 p 29, 31. Complete and discuss. Post-tests.

Subject/Area of Study

Healthy Active Living - Growth and Sexuality

Grade

7

Reporting Statement

H.7.4

Understands the relationship between growth, sexuality, and good health

Learning Outcome

H.7.4.4

Recognizes the stages of pregnancy

Indicators of Successful Student Performance	Suggested Learning/Teaching Strategies
• Reviews the menstrual cycle and fertilization. • Identifies the signs and symptoms of pregnancy. • Charts the development in each of the three stages of pregnancy. • Examines factors that contribute to the development and birth of a healthy baby.	• Reason, Respect and Responsibility Student Worksheet 14, p 27. • Textbook Resources. • Textbook Resources. • Textbook Resources. • Common knowledge related to past family experiences.

Subject/Area of Study

Healthy Active Living - Growth and Sexuality

Grade

7

Reporting Statement

H.7.4

Understands the relationship between growth, sexuality, and good health

Learning Outcome

H.7.4.5

Explains the role of bacteria and viruses in the transmission of diseases.

Indicators of Successful Student Performance	Suggested Learning/Teaching Strategies
- Develops a chunking web to show how diseases spread. - Distinguishes between bacteria, viruses, and fungi.	- Reason, Respect and Responsibility Teacher Reference #24. <pre> graph TD Bites --- Disease Food --- Disease Water --- Disease Air --- Disease Disease --- HumanContact[Human Contact] Disease --- SexualActivity[Sexual Activity] </pre> - R.R.R. - Teacher Reference #26

HEALTHY ACTIVE LIVING GRADE 8

NUTRITION

H.8.1 Makes informed choices that contribute to healthy living.

- H.8.1.1 Investigates the role that media plays on eating habits and body image.
- H.8.1.2 Identifies eating disorders.

SAFETY

H.8.2 Identifies risks and applies safe practices to lead a healthy, active life.

- H.8.2.1 Understands and avoids potential safety risks in the play environment, home and school.
- H.8.2.2 Identifies environmental hazards to personal health.

SUBSTANCE USE AND ABUSE

H.8.3 Recognizes the risks of substance use and makes wise choices.

- H.8.3.1 Uses assertiveness, avoidance strategies and refusal techniques to help deal with peer pressure in situations pertaining to substance use and abuse.
- H.8.3.2 Identifies short and long term effects of illegal drugs (cocaine, hallucinogens, LSD, steroids, heroin, etc....) and examines the laws governing the use of illegal drugs.
- H.8.3.3 Identifies government agencies that provide services pertaining to illegal drugs.

GROWTH AND SEXUALITY

H.8.4 Recognizes the relationship between growth and good health.

- H.8.4.1 Examines the factors that contribute to the maintenance of desired body type.
- H.8.4.2 Identifies and understands the methods of birth control.
- H.8.4.3 Recognizes peer pressure related to sexual activity and develops strategies for decision making and problem solving.
- H.8.4.4 Describes characteristics of Sexually Transmitted Diseases.
- H.8.4.5 Develops an understanding of the facts associated with AIDS.

HEALTHY RELATIONSHIPS

H.8.5 Applies skills to establish and maintain healthy relationships.

- H.8.5.1 Understands the factors that lead to healthy relationships.
- H.8.5.2 Develops and practises personal strategies and coping skills to deal with stress and conflict.
- H.8.5.3 Has knowledge of individual, family, social, and cultural factors that contribute to violence.
- H.8.5.4 Understands the use of power and control in relationships.

Subject/Area of Study

Healthy Active Living - Growth and Sexuality

Grade

8

Reporting Statement

H.8.4

Understands the relationship between growth, sexuality, and good health

Learning Outcome

H.8.4.1

Examines the factors that contribute to maintenance of desired body type

Indicators of Successful Student Performance	Suggested Learning/Teaching Strategies
• Completes checklist to identify current body type. • Recommends healthy active habits in order to maintain a desired body type.	• <i>Looking Good/Feeling Good</i> Student Activity 1 - How Do I See Myself • Refer to personal portfolio to compare checklist from grade 6 with present checklist. • <i>Choosing Active Healthy Lifestyle</i> - Worksheet 8.5-8.10 • Use case studies in small group discussions..

Subject/Area of Study

Healthy Active Living - Growth and Sexuality

Grade

8

Reporting Statement

H.8.4

Understands the relationship between growth, sexuality, and good health

Learning Outcome

H.8.4.2

Identifies and understands the methods of birth control.

Indicators of Successful Student Performance	Suggested Learning/Teaching Strategies
• Completes a pretest on their knowledge of birth control. • Defines conception and contraception. • Develops lists of methods of birth control including abstinence)	• R.R.R. Student Worksheet 24 p 62. • R.R. R. - overhead 9 p 61, overhead 10 p 64. • Brainstorm • Video - Birth Control Myths and Methods.

Subject/Area of Study

Healthy Active Living - Growth and Sexuality

Grade

8

Reporting Statement

H.8.4

Understands the relationship between growth, sexuality, and good health

Learning Outcome

H.8.4.3

Recognizes peer pressure related to sexual activity and develops strategies for decision making and problem solving.

Indicators of Successful Student Performance	Suggested Learning/Teaching Strategies
• Incorporates the 6 steps to problem solving. • Discusses ways to say "no" to sexual relations. • Justifies the value of abstinence.	• R.R.R. Teacher Reference 15 p 57 • <i>Choosing A Healthy Active Lifestyle</i> Worksheet 7.10 p 41-42 • R.R. R. Student Worksheet 21 p 52 • R.R.R. Student Worksheet 22 p 54

Subject/Area of Study

Healthy Active Living - Growth and Sexuality

Grade

8

Reporting Statement

H.8.4

Understands the relationship between growth, sexuality, and good health

Learning Outcome

H.8.4.4

Describes characteristics of sexually transmitted diseases.

Indicators of Successful Student Performance	Suggested Learning/Teaching Strategies
• Distinguishes between communicable and non communicable diseases. • Completes pre-test on STDs. • Defines STDs. • Discusses relationship between STDs and other communicable diseases in Canada. • Researches characteristics of common STDs (gonorrhea, herpes, chlamydia, venereal warts, pubic lice) • Locates community resources and agencies related to STDs.	• R.R.R. Student Worksheet 29 p 89 • R.R. R. Student Worksheet 30 p 97/98 • R.R.R. Teacher Reference 29 p 104 Discussion. • R.R.R. overhead 14 p 102 • Pupils to research one of the STDs and report back to group. Form of presentation at teacher's discretion.

Subject/Area of Study

Healthy Active Living - Growth and Sexuality

Grade

8

Reporting Statement

H.8.4

Understands the relationship between growth, sexuality, and good health

Learning Outcome

H.8.4.5

Develops an understanding of the facts associated with AIDS.

Indicators of Successful Student Performance	Suggested Learning/Teaching Strategies
• Completes AIDS - FACTS or FALLACIES pre-test. • Extracts information from sources about transmission, symptoms and prevention of AIDS. • Utilizes decision making process in solving AIDS related problems. • Locates community agencies or individuals related to AIDS.	• R.R.R. Student Worksheet 33 p 122. • R.R. R. Student Worksheet 34, 35, 36, 37, 38, 39. • Assign a fact sheet to each group. Groups gather information and report back. • AIDS - Answers for Young People - video. • R.R.R. Student Worksheet 45-56.

PREFACE

CANADIAN GUIDELINES FOR **SEXUAL HEALTH EDUCATION**

Sexual health is a major aspect of personal health that affects people at all ages and stages of their lives. In recognition of this fact, health promotion programs across Canada now focus on enhancing sexual health and reducing sexual problems for various groups in our society.

The terms "sexual health" and "healthy sexuality" are widely used in federal, provincial and local health promotion initiatives designed to support the positive integration of sexuality and the prevention of sexual problems, at all stages of people's lives.

The terms "sexual health" and "sexual health education" mean different things to different people, depending on their experiences, values and customs. This document recognizes and welcomes such diversity. In spite of such diversity, however, there are common principles, aspirations and expectations upon which to build national Canadian Guidelines for Sexual Health Education.

The Canadian Guidelines for Sexual Health Education are intended to unite and guide individuals, professionals and agencies already working in this important area of health promotion. In addition, the guidelines offer clear direction for the further development of sexual health education policies and programs by local, regional and national groups, organizations and government bodies concerned with education and community health.

They are a frame of reference for assessing existing programs and policies, and for evaluating the overall network of sexual health education and related services available to Canadians.

The guideline statements do not recommend specific curricula, nor do they outline specific teaching strategies, both of which can be found in other sources.

The guideline statements embody the concepts of community participation and individual choice – hallmarks of a health promotion philosophy. Sexual health education

is defined as a broadly based, community-supported enterprise in which the individual's personal, family, religious and social values are engaged in understanding and making decisions about sexual behaviour and implementing those decisions.

These guidelines were developed on the recommendations of the Expert Interdisciplinary Advisory Committee on Sexually Transmitted Diseases in Children and Youth (EIAC-STD) and the Federal/Provincial/Territorial Working Group on Adolescent Reproductive Health. A central theme that emerged from both the committee and the working group work was the need for comprehensive and accessible sexual health education to empower individuals of all ages to deal with the range of sexual health issues they encounter at different stages of their lifespan. The Committee and the working group recognized that educational programs promoting "healthy sexuality" and "sexual health" were emerging as an important component of health promotion education in schools, public health units and other community settings. They noted, as well, that no clear statement of principles of sexual health education existed to guide and unify those working in this area.

The Canadian Guidelines for Sexual Health Education were established after careful deliberation by a national working group with expertise in various aspects of sexual health, including education, public health, women's issues, health promotion, medicine, nursing, social work, and psychology. These guidelines are based on available information placed within a Canadian context.

Funding for this project was provided by the Government of Canada's Family Violence Initiative.



Health
Canada

Santé
Canada

Definitions

1. Health

The World Health Organization defines health as "a state of complete physical, mental and social well-being, and not merely the absence of disease or injury".

(Langfeldt and Porter, 1986)

This definition captures the notion of "positive health" which involves both the elimination of specific health problems and "improved quality of life, efficient functioning, the capacity to perform at more productive or satisfying levels, and the opportunity to live out [one's] lifespan with vigour and stamina".

(Green and Kreuter, 1991)

2. Health education

"Health education is any combination of learning experiences designed to facilitate voluntary actions conducive to health."

(Green and Kreuter, 1991)

"Health education is a practical endeavour focused on improved understanding about the determinants of health and illness and helping people develop the skills they need to bring about change."

(French, 1990)

Several types of educational activities emerge from these definitions:

"...ensuring that high quality health information is available in a readily understandable form to every citizen who needs it."

"...developing people's ability to understand and take control of their health status, through skill development and critical consciousness-raising."

"...putting health issues on the agenda of policymakers and encouraging them to develop policies that will promote health."

"...[enabling] people to organize themselves to take direct social action [in support of their health] based on their own priorities."

(French, 1990)

3. Sexual health

The term "sexual health" is defined by the World Health Organization as:

"[Sexual health is]...the integration of the physical, emotional, intellectual and social aspects of sexual being, in ways that are positively enriching and that enhance personality, communication and love."

"[Sexual health involves]...a capacity to enjoy and control sexual and reproductive behaviour in accordance with a social and personal ethic."

"[Sexual health involves]...freedom from fear, shame, guilt, false beliefs and other psychological factors inhibiting sexual response and impairing sexual relationships."

"[Sexual health involves]...freedom from organic disorders, diseases and deficiencies that interfere with sexual and reproductive function."

(WHO, 1975; Langfeldt and Porter, 1986)

The reader should refer to Appendix 2 for an in-depth discussion on defining sexual health.

4. Sexual health education

Sexual health education is concerned with the well-being of the individual while recognizing that individuals have responsibilities to, and are affected by, each other and by the social environment in which they live. Sexual health education is one important aspect of health promotion.

Sexual health education helps individuals achieve positive and avoid negative outcomes of sexual expression. It employs a combination of learning experiences including access to age-appropriate information, motivational supports, and opportunities to develop the skills needed for individual sexual adjustment and for satisfying interpersonal relationships.

Sexual health education is a broadly based, community-wide activity requiring the full participation of the educational, medical, public health, social welfare and legal systems of our society.

Sexual health education enables individuals, couples, families and communities to develop the knowledge, motivation, skills, and critical awareness needed to enhance sexual health and to avoid sexual problems. Significant positive effects on individual sexual health choices and practices can result from educational programs that integrate these components of sexual health education.

Sexual health education maintains an open dialogue that respects individual beliefs and is sensitive to the needs of the two sexes and to the diversity of ethno-cultural traditions and religious backgrounds in Canadian society.

5. Sexuality

The term "sexuality" is used here in the broad sense intended by the World Health Organization:

"Sexuality is an integral part of the personality of everyone: man, woman and child. It is a basic need and aspect of being human that cannot be separated from other aspects of life."

In this view, sexuality encompasses the physical, physiological, psychological, social, emotional, cultural and ethical dimensions of sex and gender.

"Sexuality influences thoughts, feelings, actions and interactions and thereby our mental and physical health. Since health is a fundamental human right, so must sexual health also be a basic human right."

(WHO, 1975; Langfeldt and Porter, 1986)

6. Health promotion

"Health promotion...[is]...the combination of educational and environmental supports for actions and conditions of living conducive to health."

(Green and Kreuter, 1991)

The "educational" component of health promotion, i.e. health education, provides individuals with the knowledge, skills and critical awareness that enable them to make voluntary and informed choices concerning personal or social changes to enhance their health.

The "environmental" component of health promotion refers to "the social, political, economic, organizational, policy and regulatory circumstances bearing on [health-related] behaviour or more directly on health".

(Green and Kreuter, 1991)

Actions to change these circumstances in support of individual health are part of health promotion.

FRAMEWORK FOR SEXUAL HEALTH EDUCATION

The Guidelines have been integrated within the broad framework for sexual health education that is illustrated in Figure 1. The framework comprises six levels: a philosophy, guiding principles, sources of sexual health education, populations, components of learning, and goals.

Philosophy

The expression of human sexuality and its integration within one's life involves an interplay between personal desires and the requirements and rights of others and of society. Effective sexual health education should be provided in an age-appropriate, culturally sensitive manner that is respectful of individual choices. This assertion leads to the following philosophical themes:

- ☐ Effective sexual health education emphasizes the self-worth and dignity of the individual.
- ☐ Effective sexual health education instills sensitivity to and awareness of the impact of one's own behaviour on others, stressing that sexual health is an interactive process that requires respect for the self and for others.
- ☐ Effective sexual health education integrates the positive, life-enhancing and rewarding aspects of human sexuality as it pursues the equally important goal of reducing or preventing sexual problems.
- ☐ Effective sexual health education encompasses a lifespan approach, providing information, motivational support and skill-building opportunities that are relevant to people at different ages and stages in their lives.
- ☐ Effective sexual health education is structured so that attitudinal and behavioural changes arise out of informed individual choice and are not imposed by an external authority.

☐ In terms of access and content, effective sexual health education does not discriminate against race, gender, sexual orientation, religion, ethno-cultural background, or disability.

☐ In addition, effective sexual health education provides, within the domain of its subject matter, accurate information that counters misunderstanding and reduces discrimination based upon race, gender, sexual orientation, religion, ethno-cultural background or disability.

☐ Effective sexual health education encourages critical thinking about gender-role stereotyping and about the implications of gender-role expectations for both sexes. This principle recognizes the importance of gender-related issues in society, the increasing variety of choices available to individuals, and the need for better understanding and communication to facilitate positive social changes in this sphere.

☐ Effective sexual health education recognizes and responds to the specific sexual health education needs of particular groups, such as senior adults, people who are physically or developmentally disabled, children and adults who have experienced sexual abuse, isolated populations, Aboriginal peoples, immigrants, gay and lesbian youth, and street youth.

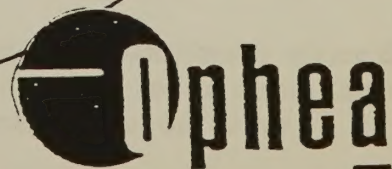
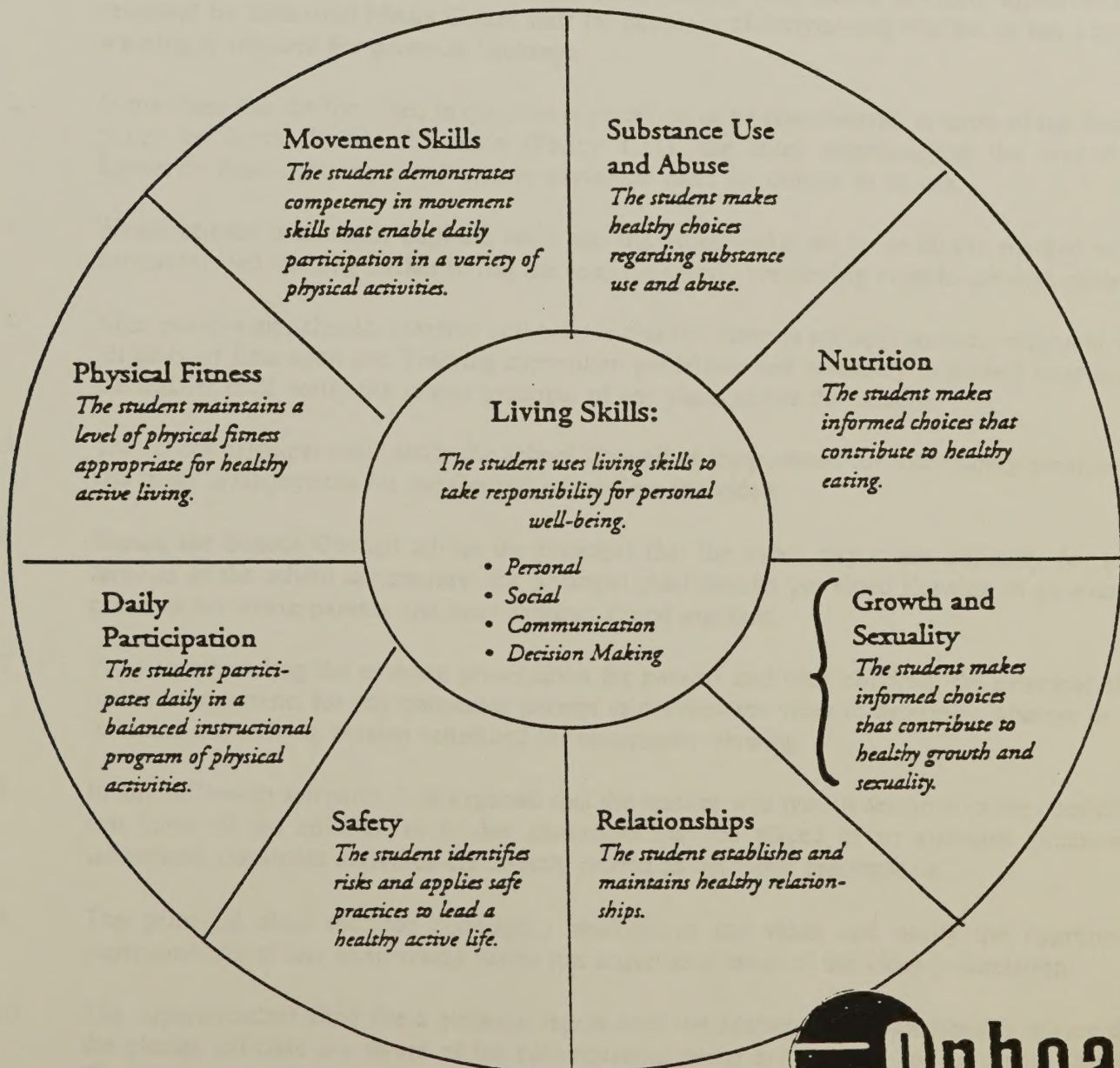
☐ Effective sexual health education enhances sexual health within the context of an individual's values, moral beliefs, religious or ethno-cultural background, sexual orientation or other such characteristic.

HEALTHY ACTIVE LIVING VISION, STRANDS AND EXIT OUTCOMES FOR PHYSICAL AND HEALTH EDUCATION

Vision

The learner has the commitment and capacity to lead a healthy, active life.

Strands and Exit Outcomes

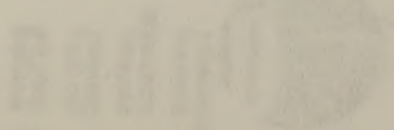


HEALTHY LIVING
VISION, STRATEGY AND ACTION OUTCOMES
FOR PHYSICIAN EDUCATION

1990

The purpose of this document is to provide a vision, strategy and action outcomes for physician education.

Introduction and Background



POLICY

HUMAN SEXUALITY VIDEOS

POLICY STATEMENT: It is the policy of The Wentworth County Board of Education that any and all human sexuality videos contemplated for use with elementary panel students be subjected to careful preview and assessment procedures with respect to classroom viewing appropriateness.

ADMINISTRATIVE REGULATIONS:

1. Prior to system circulation, any video materials dealing with human sexuality topics must be reviewed by Education Media Centre staff for purposes of determining whether or not a system warning is required for potential bookings.
2. In the event that the the video in question is perceived to be controversial in terms of the Board's policy on Moral Values Education (Policy 4.11), the entry accompanying the title in the Education Media catalogue will clearly advise the need for caution in its use.
3. Where caution is advised, both the video and the video jacket are to be clearly marked with a permanent red warning sticker to flag the need for careful previewing prior to use with students.
4. After previewing, should a teacher still believe that the video is age-appropriate, congruent with Ministry of Education and Training curriculum guidelines and necessary to student instruction, the teacher shall notify the school principal of any plans to use the cassette.
5. The school principal shall notify the School Council of the potential for community controversy and make arrangements for the Council to preview the video.
6. Should the School Council advise the principal that the video may cause difficulty for some families in the school community, the principal shall restrict the video showing to an evening presentation where parents and their children attend together.
7. Prior to scheduling the evening presentation for parents and their children, the principal shall make arrangements for any concerned parents to preview the video to determine whether or not to attend the evening session scheduled for community viewing.
8. In any follow-up activities, it is expected that the teacher will remain sensitive to the possibility that some of the children in his/her classroom may be placed in an awkward situation if subsequent classroom activities are directly related to the video presentation.
9. The principal shall monitor community reaction to the video and notify the appropriate superintendent of any controversy which has arisen as a result of the video presentation.
10. The superintendent shall file a situation report with the Management Committee to ensure that the elected officials are aware of the circumstances being encountered and to ensure that the Board's expectations have been met with respect to the implementation of this policy.

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AGENDA

PROGRAM COMMITTEE

1997 04 03

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. Report re The Introduction of a Pilot Course in Education About Religion in Elementary Schools **Pages 1 to 22**
2. Additions to the Minutes of 1996 12 05 regarding the Presentations - China Trip **Pages 23 to 27**

NEW BUSINESS:

1. Adult and Continuing Education 1996 Annual Report **Pages 28 to 41**

DATE: 1997 04 03

TO: Chairman and Members
Program Committee

FROM: Dr. Frank Cooke
Superintendent of Schools

RE: The Introduction of a Pilot Course in Education About
Religion in Elementary Schools

REPORT: Information/Decision

BACKGROUND:

At the Program Committee meeting 1996 11 07 a report was presented indicating the responses from elementary school Principals to an inquiry of interest in piloting a course in Education About Religion. Appended to the report was a summary of recent court decisions, excerpts from legislation, from a Ministry guideline and from a Policy and Program Memorandum (Appendix 1 and 2). This materials was provided to Principals to assist them in making a determination of interest. As well, a costing estimate for the development the curriculum needed to support such a pilot course was included.

The following motion was carried:

"that the Report re the Introduction of a Pilot Course About Religion in Elementary Schools be referred to the officials for consultation with school councils and that a report regarding the outcome be brought back to the Program Committee."

Concerns raised during the discussion focused on the following three issues:

- 1/ that at the time of reporting, all schools had not responded.
- 2/ that the responses received may not reflect the views of the School Council and/or school community.
- 3/ that appropriate curriculum was available for purchase from other Boards.

To date, responses have been received from seventy-one of the seventy-six elementary schools. The remaining six schools have indicated that discussions have been held with the chair-persons of their school councils but as yet, the item has not been included on an agenda. Forty-five responses simply indicate "no interest", while thirty-one responses provided comments/explanations for their statements of "no interest" (Appendix 3).

Contact with supervisory officers in neighbouring Boards and examination of curriculum catalogues from other Boards indicated no curriculum available for sale to support a course in Education About Religion. A course is being piloted in five junior division classrooms in Perth County, using materials entitled "Alexander's Journey", prepared under the auspices of the Brotherhood of Anglican Churchmen in Ottawa (Appendix 4). Therefore, if such a course were implemented in grades 1 to 3 or in grades 7 or 8 curriculum would have to be written. The material has been reviewed independently by two Project Team consultants in the Program Services Department (Appendix 5).

ISSUE:

To provide trustees with the results of the School Councils' responses to the request for expressions of interest in piloting a course in Education About Religion.

To clarify concerns raised by trustees about the report to Program Committee 1996 11 07.

RECOMMENDATION:

That no further action be taken at this time to implement a course in Education About Religion in elementary schools.

RATIONALE:

The results of the feasibility study do not indicate sufficient interest at this time to pilot a course in Education About Religion.

APPENDICES:

Appendix 1	Policy/Program Memorandum No. 112
Appendix 2	Prof Sent To Elementary School Principals
Appendix 3	Comments Submitted by School Councils in Support of Their Statements of No Interest
Appendix 4	Excerpts From Alexander's Journey - Student's Workbook
Appendix 5	Evaluation of the Appropriateness of the Instruction Materials Contained in the Student's Workbook



Ministry
of
Education
Ontario

Issued under the authority
of the Deputy Minister
of Education

Policy/Program Memorandum No. 112

Date of Issue: December 6, 1990 Effective: January 1, 1991

Subject: EDUCATION ABOUT RELIGION IN THE PUBLIC
ELEMENTARY AND SECONDARY SCHOOLS

Application: Chairpersons of Boards of Education
Directors of Education of Boards of
Education
Principals of Public Elementary and
Secondary Schools

I. Background

On January 30, 1990, the Ontario Court of Appeal unanimously struck down subsection 28(4) of Regulation 262 concerning religious education in the public elementary schools. The court ruled that the subsection infringed on the freedom of conscience and religion guaranteed by section 2(a) of the Canadian Charter of Rights and Freedoms. Neither the subsection nor the court decision applied to schools operated by the Roman Catholic separate school boards.

Section 29 of Regulation 262, regarding provision of religious instruction by clergy or designates in the public secondary schools, was not before the court, and the court's ruling did not apply expressly to that section. However, subsequent advice by legal counsel indicates that the principles outlined in the decision make section 29 equally untenable.

In its decision, the court made it very clear that subsection 28(4) of the regulation was invalid because it permitted the teaching of a single religious tradition as if it were the exclusive means through which to develop moral thinking and behaviour. The court also ruled that education designed to teach about religion and to foster moral values without indoctrination in a particular religious faith would not contravene the charter.

In distinguishing between religious indoctrination and education about religion, the court made the following statement:

While this is an easy test to state, the line between indoctrination and education, in some instances, can be difficult to draw. With this



in mind, it may be of assistance to refer to the following more detailed statement of the distinction:

- The school may sponsor the study of religion, but may not sponsor the practice of religion.
- The school may expose students to all religious views, but may not impose any particular view.
- The school's approach to religion is one of instruction, not one of indoctrination.
- The function of the school is to educate about all religions, not to convert to any one religion.
- The school's approach is academic, not devotional.
- The school should study what all people believe, but should not teach a student what to believe.
- The school should strive for student awareness of all religions, but should not press for student acceptance of any one religion.
- The school should seek to inform the student about various beliefs, but should not seek to conform him or her to any one belief.

Subsequent to the court's ruling, an interim policy for public elementary schools, dated February 28, 1990, was established, whereby boards were permitted to provide programs in education about religion in the time previously used during the school day, as long as these programs were in accordance with the court's ruling. Boards of education were also advised that they could continue to provide space outside the school day, as they do for various community-related activities, if parents requested that their children be taught religion by clergy or designates. This interim policy for elementary schools was intended to remain in effect only until policy considerations related to the public elementary and secondary schools were finalized.

II. Permanent Policy

The Ministry of Education will amend sections 28 and 29 of Regulation 262 to reflect the following permanent policy, which will apply to public elementary and secondary schools:

1. Boards of education may provide programs in education about religion in Grades 1 to 8 during the school day for up to 60 minutes per week.
2. Boards of education may continue to provide optional credit courses in World Religions in secondary schools, as specified in the curriculum guideline entitled History and Contemporary Studies, Part C: Senior Division, Grades 11 and 12, 1987. The program

described in the guideline meets the court's definition of permissible education about religion.

3. Schools and programs, including programs in education about religion, under the jurisdiction of boards of education must meet both of the following conditions:
 - a) They must not be indoctrinational.
 - b) They must not give primacy to any particular religious faith.
4. Boards of education may continue to provide space before the beginning or after the close of the instructional program of the school day for indoctrinational religious education. Given the provisions for equality of treatment in the Canadian Charter of Rights and Freedoms, boards choosing this option must make space available on an equitable basis to all religious groups.

This policy will come into effect on January 1, 1991.

III. Purpose

The purpose of programs in education about religion is to enable students to acquire knowledge and awareness of a variety of the religious traditions that have shaped and continue to shape our world. The programs enable individuals to understand, appreciate, and respect various types of religious beliefs, attitudes, and behaviour.

The purpose of these programs is not to instil the beliefs of any particular religion. It is the prerogative of individual pupils and their families to decide which religious beliefs they should hold. Indoctrinational religious education has no place in the curriculum or programs of public elementary and secondary schools of the province.

IV. Content

Since the world's religions are many and varied, a particular program in education about religion cannot be expected to include every one of them. As a minimum, programs in any grade should include a balanced consideration of world religions that have continuing significance for the world's people.

Both content and method should be appropriate to the ages and levels of maturity of the pupils. In developing programs of education about religion, consideration may be given to various organizational frameworks.

V. Resources

The Ministry of Education will develop a resource document to assist boards of education in developing programs in education about religion for elementary schools.

Programs for the secondary schools will continue to be developed in accordance with History and Contemporary Studies, Part C: Senior Division, Grades 11 and 12, 1987.

VI. Context

This permanent policy and the forthcoming amendments to Regulation 262 are to be understood within the context of the long-established vision of the public elementary and secondary schools as places where people of diverse backgrounds can learn and grow together. The public schools are open and accessible to all on an equal basis and founded upon the positive societal values which, in general, Canadians hold and regard as essential to the well-being of our society. These values transcend cultures and faiths, reinforce democratic rights and responsibilities, and are founded on a fundamental belief in the worth of all persons.

PROF Sent to Elementary School Principals

Date: 09/23/96
From: F. Cooke
Subject: Feasibility Study-Pilot Course in "Education About Religion"
To: Elementary School Principals

At the 1996 04 18 Board meeting a letter received from the Rev. Charles C. Stirling, Rector, The Church of St. Alban The Martyr, was forwarded to the Program Committee. The letter contained a request that a feasibility study be conducted to determine the level of interest in our elementary schools in piloting a course in Education in Religion.

The Ontario Court of Appeal ruled that the teaching of religion in public elementary schools contravenes the Canadian Charter of Rights and Freedoms. However, the court ruled that education about religion, without indoctrination in a particular religious faith, did not contravene the Charter. Policy/Program Memorandum 112, 1991 01 01, states "Boards of Education may provide programs in education about religion in grades 1 - 8, during the school day, for up to 60 minutes per week."

Contained in the Resource Guide entitled Education About Religion in Ontario Public Schools 1994 are the following criteria with which such a pilot course must comply:

- 1) "The school may sponsor the study of religion, but may not sponsor the practice of religion.
- 2) The school may expose students to all religious views, but may not impose any particular view.
- 3) The school's approach to religion is one of instruction, not one of indoctrination.
- 4) The function of the school is to educate about all religions, not to convert to any one religion.
- 5) The school's approach is academic, not devotional.
- 6) The school should study what all people believe, but should not teach a student what to believe.
- 7) The school should strive for student awareness of all religions, but should not press for student acceptance of any one religion.
- 8) The school should seek to inform the students about various beliefs, but should not seek to conform him or her to any one belief."

In light of these criteria, although it would be permissible to pilot a course in Education about Religion, it would not be permissible to pilot a course in Education in Religion.

The Board motion referred to earlier in this message directed that a determination be made as to the level of interest in our elementary schools in piloting a course in Education About Religion in compliance with criteria established in the MOET Resource Guideline.

In conjunction with staff and parent representatives, please determine whether there is interest in your school in piloting a course in Education About Religion beginning 1997 09 01. The Program Services Department is prepared to assist in the development of appropriate curriculum

It is expected that I will report the results of the feasibility study therefore, I would appreciate a response at your earliest convenience.

cc M. Matier
S. Thompson

Appendix III

COMMENTS/REASONS FORWARDED BY SCHOOL COUNCILS IN THE SUPPORT OF THEIR STATEMENT OF "NO INTEREST" IN PILOTING A COURSE IN EDUCATION ABOUT RELIGION

"With budget cuts and reduction of traditional non-mandated programs, we find it incredible that such a question has even been asked."

"It is difficult to justify a new program, when existing programs are being cut back because of financial constraint."

"There would need to be developed very specific instructional guidelines for teachers, in order not to infringe on current programs."

"Some members commented on the fact that their children were in a public school because of its secular nature."

"The teaching of religion should remain in the home, with the parents/guardians of our children."

"The promotion of awareness of religions is already done through devotional readings during opening exercises and through anti-racism and multicultural awareness strands in advisor groups."

"There are already programs in place to recognize cultural diversity in our community, both in school and in the larger community."

"What will the cost factor be to start this new course? Where will the money come from?"

"In fact, they feel that if there is money to start new programs, it should be put toward the return of our teacher-librarians and other non-mandated programs that we lost."

"We are not under the impression that schools need to take any direction from trustees. We do not want to receive these kinds of requests on a regular basis. We would prefer to set our own agendas based on the curriculum needs as perceived by our community. Perhaps if trustees had asked for input, last year budget decisions about programs may have been different."

"It is often difficult to find sufficient time to teach all of the existing curriculum."

"Other items have a higher priority. How much more can we load onto teachers, considering all of the other major changes taking place?"

"Would the course be optional or mandatory? Will children be allowed to be excused from the program? What will be done with students who are excused because parents refuse to have their children exposed to other religious beliefs?"

Appendix III

"We do not think the course will be appropriate for our students. Although the goal states "the school's approach to religion will be one of instruction, not one of indoctrination, we believe in actuality this would be difficult to accomplish with this age group."

"What will be taken out of the existing curriculum and out of the teachers' already busy day?"

"There is limited time for 'the basics' as it is."

"What will happen if teachers who are non-believers are asked to teach the course?"

"World Religions is a high school course. This is the place where students have the maturity and logical thinking skills to deal with the content."

ALEXANDER'S JOURNEY — STUDENT WORKBOOK

used in conjunction with

ALEXANDER'S JOURNEY — TEACHER'S MANUAL

and

ALEXANDER'S JOURNEY — THE STORYBOOK

comprise

CURRICULUM OPTIONS

Appropriate for
EDUCATION ABOUT RELIGION

in

ONTARIO PUBLIC SCHOOLS

at the

JUNIOR LEVEL

ALEXANDER'S JOURNEY

is a Project of

THE BROTHERHOOD OF ANGLICAN CHURCHMEN

Incorporated Synod of the
ANGLICAN DIOCESE OF OTTAWA

71 Bronson Avenue

Ottawa, Ontario

K1R 6G6

(613) 232-7124

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

PHYSICAL CHEMISTRY

1954

RESEARCH REPORT

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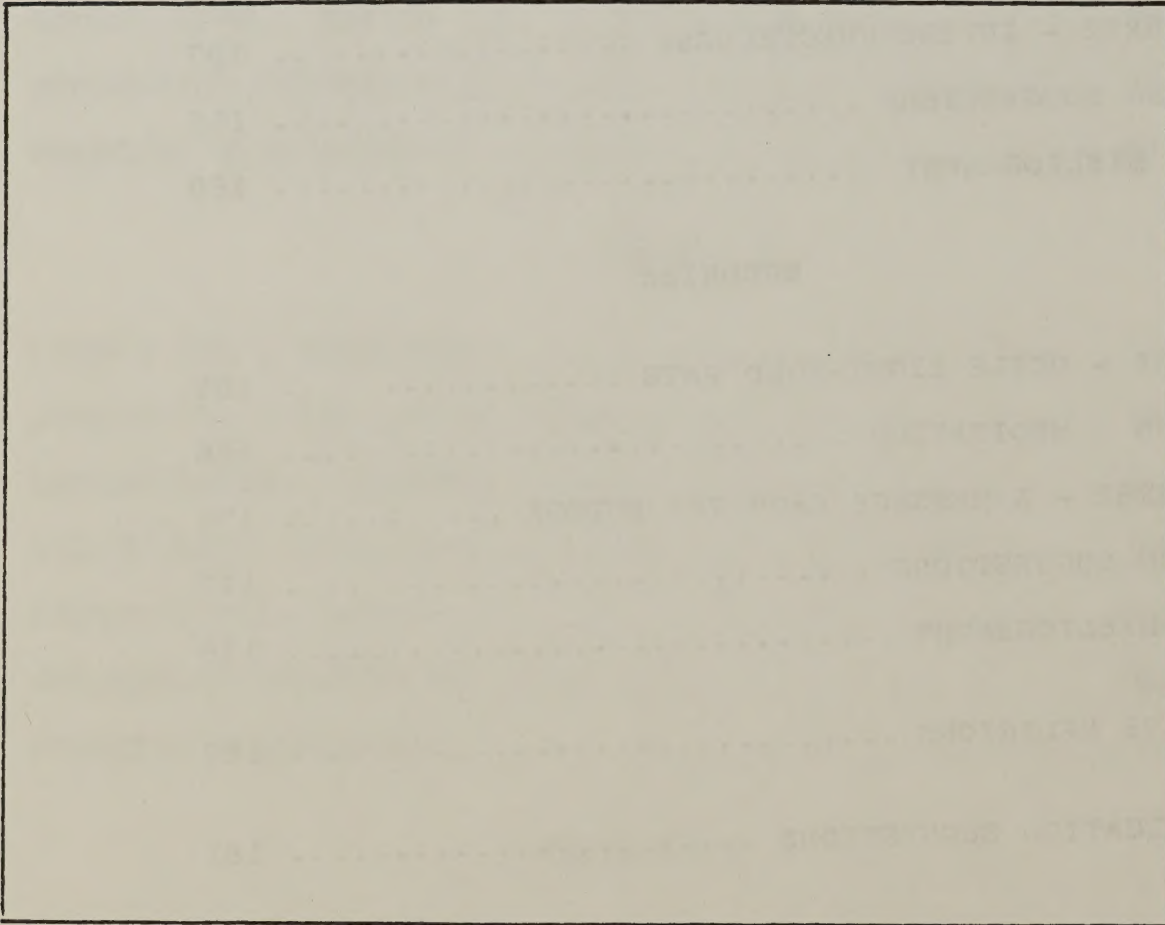
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THE STORY

- ALEXANDER'S JOURNEY -

1. Draw your journey of life. Is the road you walk wide or narrow, straight or curved, flat or mountainous? What colours would best represent your journey?

A large, empty rectangular box with a thin black border, intended for a student to draw their journey of life. The box is oriented vertically and occupies the central portion of the page.

2. Write three questions you have asked along your journey of life, and share it with a friend?

(a) _____

(b) _____

(c) _____

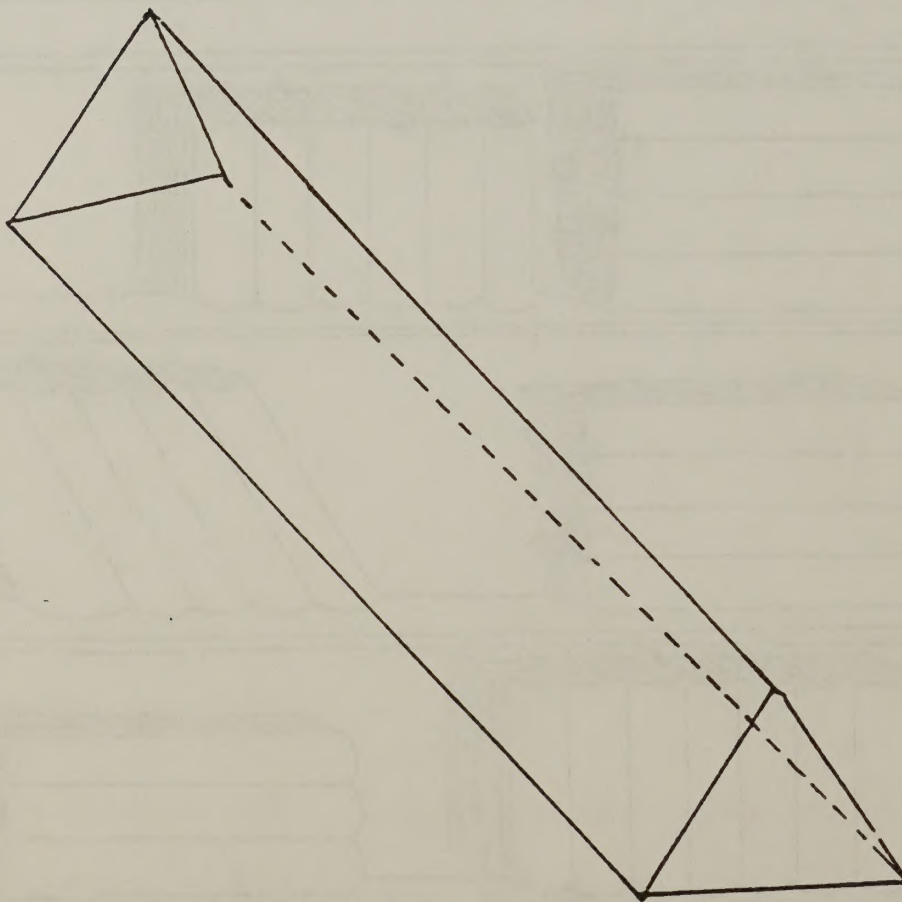
JUDAISM -- TANAKH

1. Write the 39 names of the 24 books of the Tanakh on the books illustrated below.

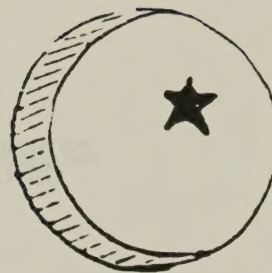


HINDUISM -- ONE GOD

1. By way of the illustrated prism, demonstrate your understanding of the Hindu concept of One God in All and All in One God.



ISLAM -- TEACHINGS



Islam is a complete _____. Islam is an Arabic word meaning _____ and obedience to God. When people submit and obey God, it brings them _____, which is another meaning of Islam. People who practise Islam are called _____.

Islam teaches that there is but _____ God, who is Master and Owner of all. The Arabic word for God is _____, which is also God's proper name.

Islam teaches that there are other beings whom we cannot see. These creatures are not gods. They are _____, who assist Allah at Allah's command, and _____, spirits who were created from fire.

Islam teaches that God talks and guides humanity by sending _____. The first prophet was _____. Some other prophets are _____, and _____. The last prophet sent by Allah was _____.

Allah sends guidance and communicates to humanity through the prophets. Through Muhammad, the last prophet, Allah's word and guidance to humanity was completed. Allah's word to Muhammad is recorded in the _____, the holy book of Islam. From this holy book, Muslims are taught the right way to live.

Islam teaches that there is everlasting _____ after Death. On the Day of Judgement, a person who was good during this life will be given _____. A person who does not obey God during this life will be punished in _____.

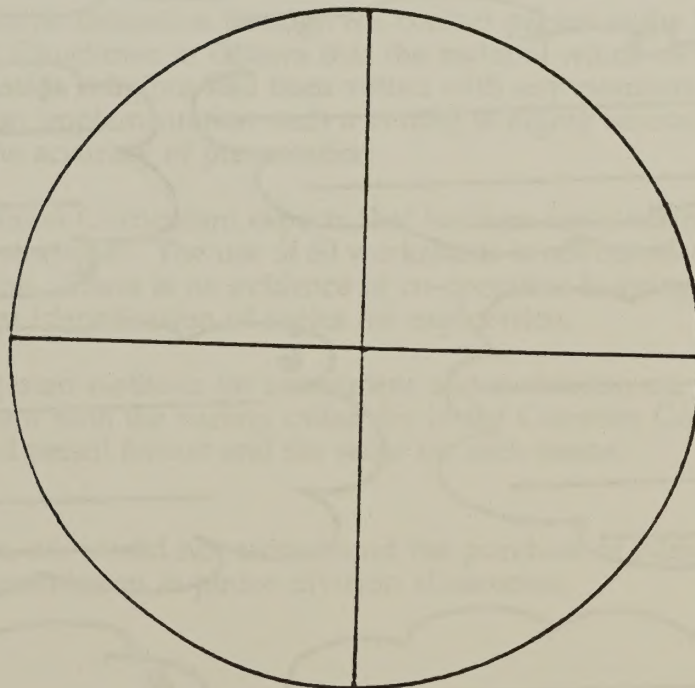
WORDS: MOSES; SUBMISSION; MUHAMMAD; ONE; LIFE; WAY OF LIFE; HELL; PEACE; PROPHETS; PARADISE; MUSLIMS; ABRAHAM; ALLAH; ADAM; JESUS; JINN; ANGELS; QUR'AN.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper.

NATIVE SPIRITUALITY -- MEDICINE WHEEL

- ENVIRONMENT -

1. Complete the outline of the Medicine Wheel below -- add feathers, fancy borders, and the like, making it your own.
2. Record the four elements making up our physical world, as taught by the Medicine Wheel.



BUDDHISM -- EIGHT-FOLD PATH

1. In the spaces provided, record the eight categories of the eight-fold path as taught by the Buddha.
2. Give an example of how each category might be attained.

1.

2.

3.

4.

5.

6.

7.

8.

Appendix V

Evaluation of the Instructional Materials Contained in the Student's Workbook
Entitled "Alexander's Journey".

The following are concerns raised about the appropriateness of the material:

- 1/ It is very difficult to relate the material directly to any of the outcomes contained in the Common Curriculum grades 1 to 9. Religion is mentioned only once in the Common Curriculum on page 89 and then only as one example of an application of that outcome.
- 2/ The reference in the material to 'learning objectives' raises questions of the author's awareness and understanding of the outcomes based form of curriculum mandated by the Ministry. This material cannot legitimately be used in its present form and comply with Ministry expectations.
- 3/ There was no indication through the contact person at the Brotherhood of Anglican Chuchmen in Ottawa that the material which includes sections on non-Christian religions had been vetted with any members of such groups. Prior to an implementation such a vetting is highly recommended to ensure the accuracy of presentation.
- 4/ The Common Curriculum expects that teachers use a variety of teaching/ learning strategies. The use of 60 worksheets is not consistent with this expectation. There is no evidence of co-operative learning, investigations or student identification of topics for exploration.
- 5/ The suggested methods for assessment and evaluation are "dated", inconsistent with the variety called for in the Common Curriculum, all paper and pencil format and the same for each lesson.

Therefore, we would not recommend the purchase of Alexander's Journey for implementation in junior division classrooms.

CHAPTER 11

11-1

The first part of the chapter discusses the importance of the...

The second part of the chapter discusses the importance of the...

The third part of the chapter discusses the importance of the...

The fourth part of the chapter discusses the importance of the...

The fifth part of the chapter discusses the importance of the...

The sixth part of the chapter discusses the importance of the...

The seventh part of the chapter discusses the importance of the...

The eighth part of the chapter discusses the importance of the...

1997 04 03

To: The Chairman and Members
Program Committee

From: M. Matier, Interim Director of Education and Secretary

Re: Additions to the Minutes of 1996 12 05 regarding the Presentations - China Trip

Report: INFORMATION

BACKGROUND

At the December, 1996 Program Committee meeting, several presentors - M. Bowman, Principal of Westdale School; T. Ophoven, Principal of Queen Mary School; D. Quigley, Principal of G. R. Allan School; and L. Tindall, Vice-Principal of Queen Mary School - provided the Committee with highlights in the areas of teacher and student exchanges between Hamilton and China, access to education/funding and communication/computer education systems in China as gleaned from their trip to China.

ISSUE

To provide a written record of the areas covered in the presentation.

RECOMMENDATION

That the notes and summary of information regarding the educational trip to China, as presented to the Program Committee at the December, 1996 meeting, be received for information and filed with the minutes.

RATIONALE

The minutes of the 1996 12 05 Program Committee meeting did not capture the details of the verbal presentation. Therefore, the presentors were requested to provide a copy of their notes to place on file for the record a written outline of the areas covered in their presentation. The attached notes have been gathered from the presentors - with the exception of Mr. Ophoven who has since retired - and are submitted to the members to be entered into the official records of the Board.

China Trip Presentation to the Trustees

December 6, 1996

Major Learnings:

- a) Introduction - Donna
- b) Links to Education and Conduct - Ted
- c) Visual Presentation: Lauren
- d) Future Planning: *Mary Bowman*

Good evening. My part of this evening's presentation is to outline planning for the future and some possible directions developing as a result of our trip to China.

1. Firstly, arranged on this trip by Dr. Don Dworet, a member of the Brock Faculty of Education, is a summer course at Brock University to take place in July of 1997. Thirty Chinese teachers will study special education. Chinese officials indicated clearly to us their desire to improve the qualifications of their teachers.
2. Secondly, this trip allowed us to strengthen links with the Jiangsu Education Commission and forge new friendships. The Chinese were very interested in establishing partnerships and connections with our schools. Already established are letter writing and exchanges of art work. Linden Park, Queen Mary, G.R. Allan and Westdale are involved or will soon be involved in a pen-pal programme. For example, an English teacher at Xishan (Sheeshan) Middle School in Wuxi gave me a package of letters written by students in English to bring home. Currently, Westdale students in Family Studies and in the History Club are responding and, in so doing, are learning about another culture and way of life. I know that schools in Hamilton will

be able to connect by Internet in the near future when Chinese schools come on line.

3. A third possibility for the future includes student exchanges for varying periods of time. This area is of great interest to staff and students at Westdale. We have identified Global Education as a direction for our future (overhead #1). Global Education for us means expanding our programming beyond the classroom walls into our school community and beyond, both nationally and internationally (overhead #2). It is this international focus that led me to China. We are currently exploring the possibility of a student trip to China next October. There is strong parent and student interest in sending a group of Westdale students with David Dayler. The students would be involved in a production entitled "A Salute to Canada" and would perform in some Chinese schools. We hope to be ready soon to seek your permission for such a trip.

We recognize that we are moving to a world without boundaries in the way that we have understood them and that we need to prepare students to succeed in such a world. We are even dreaming of the possibility in the future of a group of senior students studying in Jiangsu province for a period of perhaps three months with a teacher from Canada. The students could earn credits for studying Chinese History, arts and culture as well as introductory mandarin. This is still a dream but an example of the many possibilities arising from Hamilton's links to China, which I believe have been strengthened by our visit to Beijing and Jiangsu Province. Thank you for giving us the opportunity to visit China and to speak to you tonight about this experience.

M. BOWMAN

Top Ten Things We Learned About Education In China

- 1. Children work hard and play hard. And know when each is appropriate.**
- 2. The focus at school is on academics, parenting is done at home.**
- 3. The principal has an encompassing managerial role.**
- 4. Chinese students have a strong knowledge and respect of their culture.**
- 5. The main issues facing the Chinese school system are:**
 - the size of the population**
 - the need for well trained teachers**
 - developing creative minds**
 - the acquisition of a second language**
- 6. The Chinese value the accomplishments of those who have gone before.**
- 7. Smile, shake hands and just say "No".**
- 8. Great value is placed on the efforts and accomplishments of the unit.**
- 9. The importance of rest.**
- 10. There is a great deal more to learn.**

L. TINDALL

Notes from Donna Quigley forthcoming.

To: The Chairman and Members
of the Program Committee

From: Elizabeth Davis
Department of Program

Re: Adult and Continuing Education 1996 Annual Report

Report: Information

Background

Since April 1995, an annual report has been prepared to provide the Senate Administrator and Trustees with an ongoing update regarding the effectiveness and overall vitality of each of the programs within the Adult and Continuing Education Department.

The format developed for the 1996 Annual Report has been changed slightly from previous years in order to align with the reporting requirements established by the Senate Department of Information and Review/Policy. Consequently, it is not possible to compare some of the 1996 programs directly with those of 1995.

As is the case with previous years of the 1996 Annual Report, produced by the students in the Child Care Training Program, will be presented in format. This summary provides background information as the basis for the analysis in the written report (Appendix I and II).

Issue

To provide the members of the Senate with an annual update on Adult and Continuing Education.

Recommendation

That the Adult and Continuing Education 1996 Annual Report be received as information.

Rationale

Appendix I: 1996 Annual Report

Appendix II: Executive Summary

Final Report of the Commission on the
State of the Environment

1. The Commission has found that the state of the environment is generally poor and that there is a need for action.
2. The Commission has found that the state of the environment is generally poor and that there is a need for action.
3. The Commission has found that the state of the environment is generally poor and that there is a need for action.
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9. The Commission has found that the state of the environment is generally poor and that there is a need for action.
10. The Commission has found that the state of the environment is generally poor and that there is a need for action.

Commission on the State of the Environment

Date: 1997 04 03

To: The Chairman and Members
of the Program Committee

From: Elizabeth Bond
Superintendent of Program

Re: Adult and Continuing Education 1996 Annual Report

Report: Information

Background

Since April 1992, an annual report has been prepared to provide Senior Administration and Trustees with an ongoing update regarding the effectiveness and economic viability of each of the programs within the Adult and Continuing Education Department.

The format developed for the 1996 Annual Report has been changed slightly from previous years in order to align with the reporting procedures established by the Finance Department for expenses and revenue/grants. Consequently, it is not possible to compare some of the 1995 programs directly with those of 1996.

An 18 minute visual summary of the 1996 Annual Report, produced by the students in the Call Centre Training Program, will be presented to trustees. This summary provides background information presented in the material in the written report. (Appendix I and II)

Issue

To provide for trustees an annual update on Adult and Continuing Education.

Recommendation

That the Adult and Continuing Education 1996 Annual Report be received for information.

Rationale

Appendix I 1996 Annual Report
Appendix II Executive Summary

1970-71

Date

The Chairman and Members
of the Finance Committee

To

1970-71

From

Chairman and Members

Chairman and Members

To

Chairman and Members

Chairman and Members

Since April 1971, an annual report has been prepared to provide the
Chairman and Members with an account of the work of the Finance
Committee during the year. The report is prepared in accordance with the
terms of reference of the Finance Committee, which are set out in the
minutes of the first meeting of the Finance Committee, held on 19th
April 1971.

The report is prepared for the Finance Committee and is not intended
to be a substitute for the annual report of the Council. It is intended
to provide the Chairman and Members with an account of the work of the
Finance Committee during the year. The report is prepared in accordance
with the terms of reference of the Finance Committee, which are set out
in the minutes of the first meeting of the Finance Committee, held on
19th April 1971.

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to be a substitute for the annual report of the Council. It is intended
to provide the Chairman and Members with an account of the work of the
Finance Committee during the year. The report is prepared in accordance
with the terms of reference of the Finance Committee, which are set out
in the minutes of the first meeting of the Finance Committee, held on
19th April 1971.

Date

The Chairman and Members

Chairman and Members

This is the Annual Report of the Finance Committee for the year 1970-71.
It is prepared in accordance with the terms of reference of the Finance
Committee, which are set out in the minutes of the first meeting of the
Finance Committee, held on 19th April 1971.

Chairman

Appendix 1: 1970 Annual Report

Appendix 2: Finance Summary

**ADULT AND
CONTINUING
EDUCATION
1996
ANNUAL REPORT**

ADULT & CONTINUING EDUCATION SUMMARY OF EXPENSES & REVENUE

1995

Deficit: \$78,144.00

1996			
PROGRAM	EXPENSES	REVENUE/ GRANT	BALANCE
Evening School (CR., GI.)	441,405.00	422,824.00	- 18,581.00
Summer School	241,271.00	275,005.00	33,734.00
Adult Ed. for Credit	233,856.00	281,319.00	47,463.00
Adult Basic Ed & Modified A.B.E. (100% funded by OTAB/MET)	312,297.00	354,504.00	42,207.00
English As A Second Language - Non credit	571,959.00	630,922.00	58,963.00
International Languages	279,073.00	357,210.00	78,137.00
General Interest - Day	52,028.00	68,159.00	16,138.00
Advertising	45,369.00		- 45,369.00
Other Con. Ed. Costs	27,066.00		- 27,066.00
Misc. Revenue		3,882.00	
	<u>2,204,322.00</u>	<u>2,398,825.00</u>	<u>+ 185,621.00</u>
Adult & Con. Ed.			
-Admin. Salaries	144,238.00		
-Secretaries' Salaries	61,991.00		
-Caretaking Salaries(BWD)	35,000.00		
-Caretaking Salaries-off site	25,750.00		
-Plant Operation	<u>23,030.00</u>		
	290,009.00		
Total Cost of Program Delivery (104,388.00)			

EVENING SCHOOL

1995		1996	
Program/ Location	No. of Students	Expenses	Revenue/Grant
CREDIT			
Scott Park Westdale Westmount Briarwood	2183 students	Salaries 433,998.00 Supp/Services 7,407.00	422,824.00
GENERAL INTEREST			
Barton Westdale Westmount Briarwood	1387 students		346,292.00 Reg'n Fees 76,532.00
			422,824.00
Evening School Administration		Salaries 2,256.00 Day Prin. 24,451.00 Supervisors 11,926.00 Secretaries 9,546.00 Shop Asst's 48,179.00	- 18,581.00
		Deficit	

1995

Surplus: \$8,800.00

SUMMER SCHOOL - CREDIT

1996			
Program/ Location	No. of Students	Expenses	Revenue/Grant
SJAM & SHERWOOD	1518 students	Salary	233,115.00
		Supp/Services	<u>8,156.00</u>
			241,271.00
ESL CREDIT	59 students	Salary	
Summer School Administration		Co-Principal	12,786.00
		Guidance Coun.	2,258.00
		Secretaries	5,175.00
		Monitors	<u>3,210.00</u>
			21,429.00
		Surplus	
			+ 33,734.00
			<u>275,005.00</u>

1995

Surplus: \$34,778.00

ADULT EDUCATION FOR CREDIT

1996				
Program/ Location	No. of Students	Expenses	Revenue/Grant	
HWDC Jan-June	58 students	8,460.00		
CAP/ACCESS (JACKSON HIGH)	55 students	172,851.00 (includes expenditure of \$39,399.00 from 1995)	258,749.00	
CALL CENTRE Sept-Dec	32 students	52,545.00	22,570.00	
		233,856.00	281,319.00	
		Surplus	+ 47,463.00	

1995

Surplus: \$10,452.00**

****Note:** Furniture & equipment \$39,399.00 came out of the 1996 budget instead of 1995. Therefore, surplus should have been \$49,851.00 in 1995 and surplus in 1996 could have been \$86,862.00.

ADULT BASIC EDUCATION (A.B.E.)

Note: Expenditures are offset by grant from Ontario Ministry of Education & Training (formerly OTAB)

1996			1995	
Program/ Location	No. of Students	Expenditures	Revenue/Grant	Notes
<u>A.B.E.</u> Briarwood Marty Karl Evening School	130 students 102 students 35 students			Jan. 96 to June 96 12 Teacher/Instructors working full and part time at 6 sites. Funding period Sept 1, 1995 to August 31, 1996.
<u>MODIFIED A.B.E.</u> Briarwood Association for Community Living	33 students 173 students			Sept. 1, 1996 to March 31, 1997 7 Teacher/Instructors working full and part time at 5 sites.
		Summary: Funding portion carried forward to 1996 Funding received for remainder of grant period	177,163.00 177,341.00 354,504.00	
		224,810.00 85,395.00 2,092.00 312,297.00 Balance carried to 1997	Salaries & Benefits for '96 Supp./Services billed for '96 Other Expenses + 42,207.00	

ENGLISH AS A SECOND LANGUAGE - NON CREDIT

1996			
Program/ Location	No. of Students	Expenses	Revenue/Grant
15 locations	1390 students	Salaries 558,115.00	
		Supp/Services <u>13,844.00</u>	
		571,959.00	<u>630,922.00</u>
		Surplus	+ 58,963.00

1995
Surplus: \$103,902.00

INTERNATIONAL LANGUAGES (JK-8)

1996				
Program/ Location	No. of Students	Expenses	Revenue/Grant	
NON CREDIT	24 sites 4939 students 22 languages	Salaries 269,682.00		
		Supp/Services 9,391.00		
		Surplus 279,073.00	357,210.00	
INT'L LANGUAGES (CREDIT)	Jan-June 173 students Sept-Dec 226 students	SIAM	LATVIAN CHURCH	
		SWC	SERBIAN HALL	
		WESTMOUNT	TEMPLE ANSHE SHOLOM	
		BARTON	ESTONIAN CHURCH	
		HILL PARK	ROMANIAN ORTH. CH.	
		SCOTT PARK	SERBIAN CDN. COMM.	
		S.W. LAURIER	SIKH HALL	
		LAKE AVE. SCHOOL	ST. MINA COPTIC CHURCH	
		GREEK ORTH. CHURCH	HESS ST. SCHOOL	
		BETH JACOB SCHOOL	(2) MOSQUES	
		SHERWOOD SCHOOL	SOMALI SCHOOL	
		BRIARWOOD SCHOOL	KOREAN UNITED CHURCH	
Languages offered for credit are:		These classes run once per week all year long, Sept - June. ENROLMENT AND EXPENDITURES ARE REFLECTED IN EVENING SCHOOL - CREDIT SUMMARY		
		German		
		Greek		
		Hebrew		
		Polish		
		Serbian		
		Korean		

1995
Surplus: \$96,079.00

GENERAL INTEREST - DAY

	1995 Surplus: \$23,007.00	Program/ Location No. of Students BRIARWOOD ALLENBY 1569 students	Expenses Salaries 46,675.00 Supp/Services 5,351.00 52,026.00 Surplus	Revenue Comments: * Registration Fees and Material Fees 68,159.00 68,159.00* + 16,133.00
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EXECUTIVE SUMMARY

The 1996 Adult and Continuing Education summary of expenses and revenues indicates that the cost of providing all of the programs outlined was \$104,388.00. This figure represents an increase over 1995 of \$26,244.00. The report for 1995 indicated that there had been some significant expenditures for computer hardware and software in three program areas. Some of these expenses were applied against the 1996 budget which has increased the expenditures for this year. There will be no further purchases of computer hardware for Adult and Continuing Education for 1997. It is important to point out that these computers have had a very positive effect on the programs being offered and that the Board owns approximately \$127,166.00 of new computers and software.

SUMMER SCHOOL**Plans for 1997:**

- .continue with the ESL component in one school in partnership with Brock University to educate ESL teachers
- .attempt to expand the ESL student registration
- .continue with the average of 25 students per class at registration
- .review the 1996 summer school program with principals to ensure quality
- .consider alternative school schedules where appropriate
- .adjust the delivery for "repeat" credits
- .increase program options for Grade 9 students
- .collect fees from appropriate students who attend our programs
- .work closely with Wentworth County to attract their students

EVENING SCHOOL

- .continue with an average class size of 20 students at registration
- .continued to offer non-credit ESL and General Interest Courses in Evening School to offset the cost of this program .

Plans for 1997

- .evaluate our advertising campaign and develop cost effective strategies
- .work collaboratively with schools to market our programs on school signs and through newsletters
- .collect fees from appropriate students who attend our programs
- .work closely with Wentworth County to provide programs for their students where possible

ADULT EDUCATION FOR CREDIT

-Jackson High

-Ham-Went Detention Centre

-Call Centre Training

.independent study at the detention centre was discontinued in June 1996 as it was not cost recoverable

.Jackson High continues to be successful with a blended classroom of students under 21 years and 21+ years. Enrolment continues to be about 55 FTE.

.Call Centre Training is a partnership program between our Board and Human Resources Development Canada. The deficit for 1996 is due to the expenditure for computer hardware. This program has the potential to receive approximately \$65,000.00 in Grants in 1997

Plans for 1997:

.approaching Jackson Square to explore the expansion of this program

.expansion of Call Centre Training proposals to obtain further funding and provide other training opportunities

ADULT BASIC EDUCATION

.funding for Adult Basic Education (A.B.E.) is provided through the Ministry of Education and Training and is not transferable to other programs

.the acquisition of a computer lab and software has enhanced the program delivery of basic literacy and numeracy. This program is valued by the A.B.E. Association

.Partnerships with Marty Karl Mission Services, Association for Community Living, and the A.B.E. Association continue to be operating

Plans for 1997:

.continue to apply for funding of A.B.E. programs

.continue to explore with A.B.E. Association methods to make our programs more cost effective

.continue to explore new program initiatives with current community partners and to seek out new partnerships

ENGLISH AS A SECOND LANGUAGE (E.S.L.) FOR ADULTS

.the re-location of programs and start-up costs for other programs combined with lower attendance by students has lowered grants for this program. It does however continue to provide a considerable surplus.

Plans for 1997:

.review enrolment and attendance in June 1997 with the intention to open or close programs where necessary

.collect fees from appropriate students who attend our programs

.continue to work with teachers to ensure quality programs are being delivered

INTERNATIONAL LANGUAGES

- .this program is mandated by the Ministry of Education and Training
- .enrolment and attendance was lower in 1996; however this grant-rich program continues to provide a surplus

Plans for 1997:

- .continue to monitor enrolment and attendance with the intention to close or open classes where appropriate
- .continue to work with the Ministry in delivering curriculum which meets Core Quality Standards (a generic curriculum)
- .collect fees from appropriate students who attend our programs
- .continue to meet with teachers to outline policies, program expectations and to provide in-service

SECTION 27

- .this programs enjoys an excellent reputation due in part to the leadership of Wendy Hutton. Her position has become a 12 month position and the program has expanded to 33 classrooms
- .this is a cost-recoverable program through various Ministries

DAY-SCHOOL ADULTS

- .adults have continued to attend our Secondary day schools in accordance with the Agreement with O.S.S.T.F.

Plans for 1997:

- .subject to a future Memorandum of Agreement plans will be made to provide for adults in secondary day school

ADVERTISING

- .the costs of advertising for Adult and Continuing Education increased for the January-August 1996 period. To reduce costs from September-December 1996 flyers and brochures were produced by students in the Call Centre Training program and distributed by teachers and students to stores and malls. Information was also distributed during our Open House and through the office on a daily basis

- .the Winter brochure was replaced with direct advertising in the Spectator at a savings of approximately \$9,000.00 over the cost of the previous year's winter brochure

- .Secondary School signs were requested and used for advertising from September to December 1996 at no cost

- .students in the Call Centre Training program conducted a limited phone survey to evaluate our newspaper advertising campaign

Plans for 1997:

- .to conduct more research and develop a marketing strategy with the intention of reaching more people with our program information for fewer dollars

PRIORITIES FOR 1997

- .continue to plan and work collaboratively and co-operatively with Brock University
- .continue to plan with and support Secondary Schools
- .continue to expand partnerships with government, business, industry and community agencies
- .continue to review present programs with the intention of providing quality in a cost effective manner
- .to continue to work closely with our Financial Department and Computer Services Department to ensure accurate reporting and program accountability
- .to continue to expand program delivery
- .to strive to provide Adult and Continuing Education programs that are cost effective

URBAN\MUNICIPAL
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1997

AGENDA

PROGRAM COMMITTEE
1997 05 01

URBAN MUNICIPAL

APR 30 1997

ELEMENTARY/SECONDARY

GOVERNMENT DOCUMENTS

NEW BUSINESS:

1. Request for a Report re Option Courses for Secondary - requested by Trustee Orban
2. Report regarding the Student Services Model

Pages 1 to 26

1950

1951

Date: 1997 05 01

To: The Chair and Members
of the Program Committee

From: Elizabeth Bond
Superintendent of Program

Re: Student Services Model

Report: Information/Decision

Background

The concept of a Student Services Model was created by Stella Gibson, Co-ordinator of Guidance, and Bryan Schofield, Supervisor of Adjustment Services, to address in a consolidated manner the spectrum of student needs within a school setting. A conceptual framework was developed with the intent that each school would modify it to suit their own needs (Appendix A).

Following a presentation to members of Senior Management in January, 1995, it was determined that the Student Services Model be piloted and evaluated.

In September, 1995, the Model was offered as a pilot across the system. Eight secondary schools showed an interest; two schools decided to become involved. Descriptions and evaluations from them are included (Appendix B).

One of the new documents which is part of the Ministry's proposed Secondary School Reform is *"Choices Into Action: Guidance and Career Education Policy Grades 1 to 12"* (Appendix C). Released in draft form in September, 1996, this document makes reference to the team concept and collaboration of staff in the delivery of Guidance and Career education. A similar concept was also recommended in the report from the Royal Commission on Learning, *"For the Love of Learning."*

Also, in the Fall of 1996, the development of a system Career Resource Centre was initiated at Briarwood. This Centre will serve to in-service staff and to provide support for students. A committee undertook the development of a framework for the introduction of Guidance and Career Education. The first draft is now complete and ready to be distributed to principals for feedback (Appendix D).

In April, 1997 a presentation of the Student Services Model was made to all Secondary School Principals. The concept was approved in principle. A sub-committee was formed to investigate the format: what it would look like and who the various stakeholders would be. This sub-committee agreed that the core

components should be Co-operative Education, Guidance and Learning Resource Teachers; and site specific others as the needs of each school dictated.

Issue

To provide trustees with information about the proposed Student Services Model.

Recommendation

That the Program Committee support the Student Services Model and refer the report to the Salary Committee for negotiation.

Rationale - Appendices

- Appendix A Conceptual Framework of Student Services Model
- Appendix B Evaluation of Student Services Pilot Projects
- Appendix C "Choices into Action"
- Appendix D Framework for Guidance and Career Education

Appendix A

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JANUARY '95

STELLA GREEN GIBSON
BRYAN SCHOFIELD.

PAGE 4

Pilot -- Student Services

Rationale

- to address in a consolidated manner the spectrum of student needs within a school setting.
- the pilot would initially target secondary school settings with the intent of future modification for elementary schools (this model would be an integral part of any compensatory education setting as well)

Phase One -- Secondary Structure

- Restructure existing Guidance Departments so that they become a division of student services:
 - Guidance Department Head will become the Head of this Student Services Department
 - Guidance Counsellor(s)
 - Learning Resource Teacher(s)
 - Residential School Social Worker
 - Cooperative Education Teacher
 - Co-Curricular Leader

Role of the Student Services Head

- responsible to the Principal
- liaison with appropriate coordinator(s)/supervisor(s)
- leadership and coordination of internal and external resources to meet student needs in the particular setting.
- program/service development and modification -- strong links with personnel from all subject disciplines
- staff development and in-service
- managing and deploying all available resources & technologies
- chair of the Student Services Team (former Level One DART)

Role of the Guidance Counsellor(s)

- responsible to the Student Services Head
- access appropriate Coordinator
- an integral member of the student services team
- maintain appropriate parental contact
- liaise with feeder schools
- continue development and implementation of advisor/advisee/advocacy program
- career education
- student study skills
- individual and group counselling
- assess student interests and aptitudes
- preparation for transition to work and/or future education
- facilitate, design, and implement the use of available external resources
- perform appropriate administrative tasks as designated
- other tasks as assigned by the Student Services Head

Role of Learning Resource Teacher

- responsible to the Student Services Head
- access appropriate Supervisor
- an integral member of the student services team
- maintain appropriate parental contact
- liaise with feeder schools
- pre and post assessment of academic performance

- work collaboratively with appropriate clusters of classroom teachers to design and develop individualized programs to address student needs
- monitor delivery of individualized programs
- perform appropriate administrative tasks as designated
- other tasks as assigned by the Student Services Head
- flexible hours

Role of Residential School Social Worker

- responsible to the Student Services Head
- access appropriate Supervisor
- an integral member of the student services team
- maintain appropriate parental contact
- liaise with feeder schools
- address the moderate and severe social, emotional, and behavioural needs of students
- liaise with parent(s)/guardian(s)
- referrals and collaboration with community agencies
- continuous consultation with appropriate clusters of classroom teachers and other members of the student services department
- address life skills development
- perform appropriate administrative tasks as designated
- other tasks as assigned by the Student Services Head

Role of Cooperative Education Teacher

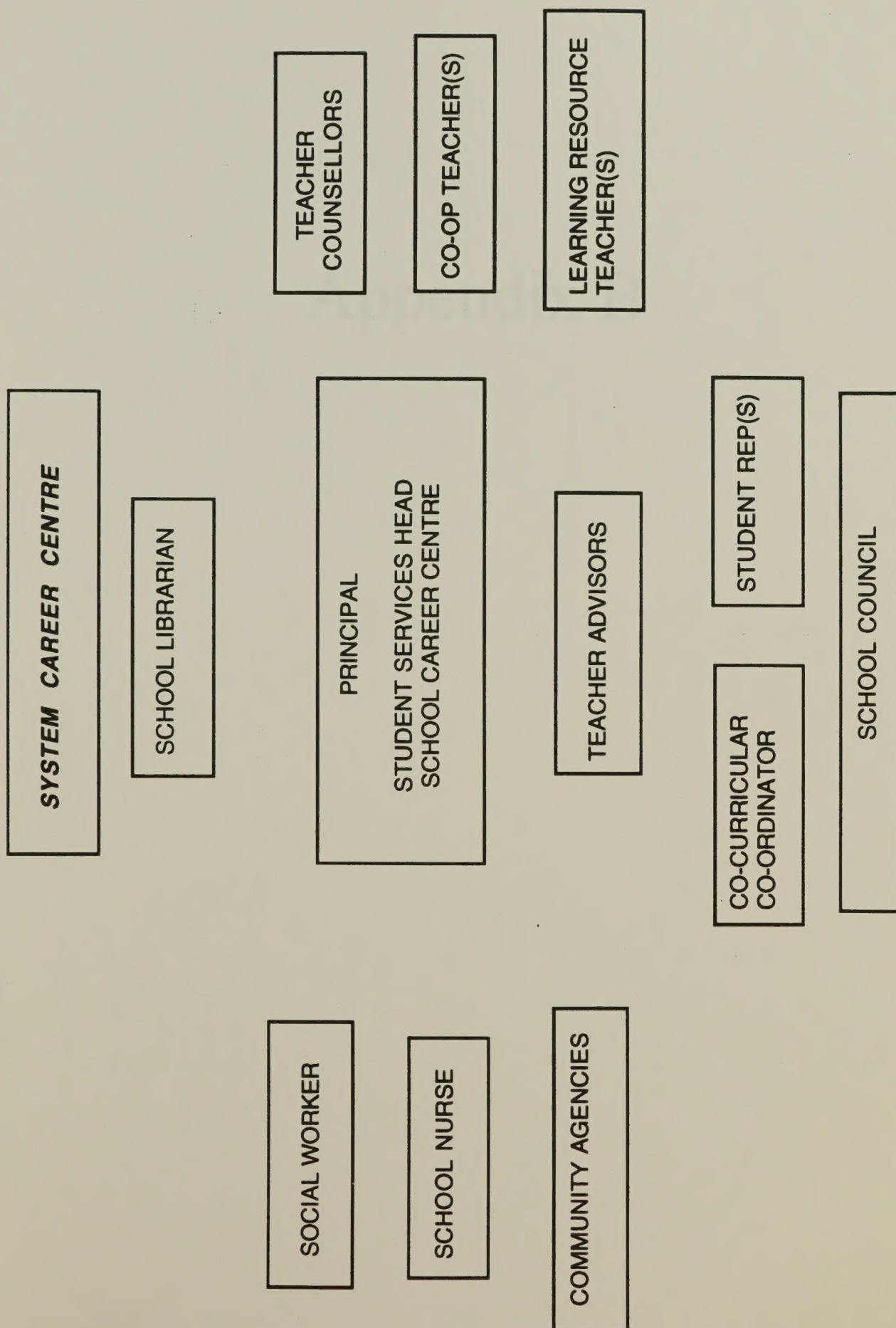
- responsible to the Student Services Head
- access appropriate Coordinator
- an integral member of the student services team
- maintain appropriate parental contact
- liaise with feeder schools
- design and teaching of job readiness skills
- provide experiential opportunities
- work collaboratively with appropriate clusters of classroom teachers to design and develop individualized programs to address student needs
- develop a network of industry and business opportunities
- monitor and evaluate site placements
- perform appropriate administrative tasks as designated
- other tasks as assigned by the Student Services Head
- flexible hours

Role of Co-Curricular Leader

- responsible to the Student Services Head
- access appropriate Coordinator
- liaise with Sports Convenor
- an integral member of the student services team
- maintain appropriate parental contact
- assess, develop, and implement a network of in-school activities in collaboration with other staff members and volunteers
- professional development of volunteers
- liaise with feeder schools
- liaise with existing Physical Education Head
- liaise with student council and student athletic council
- responsible for all interscholastic concerns
- responsible for all intramural activities
- coordinate school fund-raising initiatives
- timetabling facility use
- perform appropriate administrative tasks as designated

FRAMEWORK FOR A STUDENT SERVICES MODEL

PAGE 6

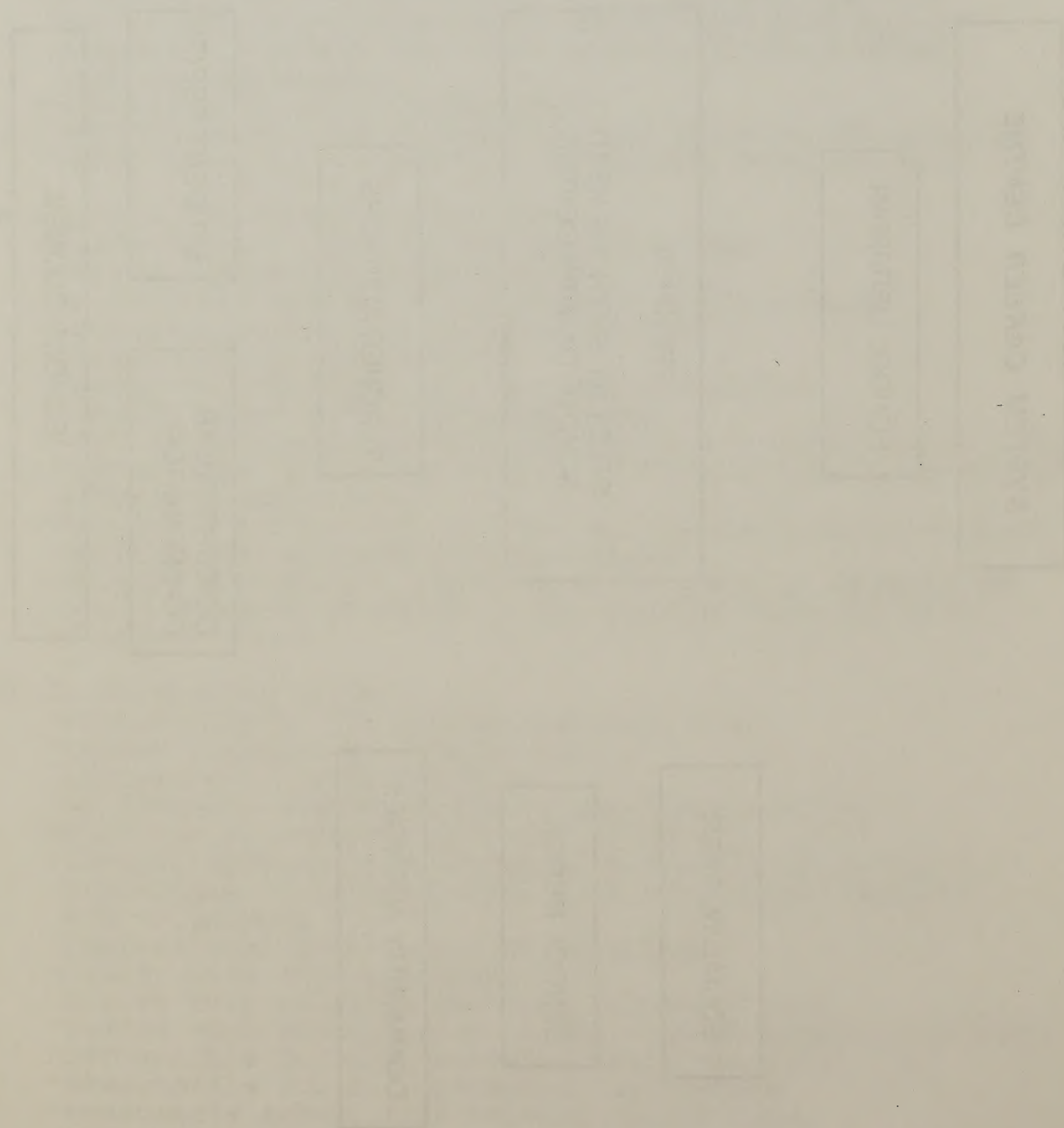


Comprehensive School Health

Guidance & Career Education

CONSTITUTIONAL HISTORY

UNIT 1: THE FOUNDING



Appendix B

Appendix B

SCOTT PARK SECONDARY SCHOOL

STUDENT SERVICES

INSTRUCTION

lesson planning
career planning
peer tutoring
specialized placement, ie: retention
portfolios
employability skills
guest speakers

SOCIAL SUPPORT

peer support group
student mentor
positive school climate
staff wellness

SERVICES

- DART
- annual reviews
- summer jobs
- letters of reference
- awards
- liaison and teaching application
- university and college applications
- individualized timetables
- counselling
- retention
- scholarships
- options

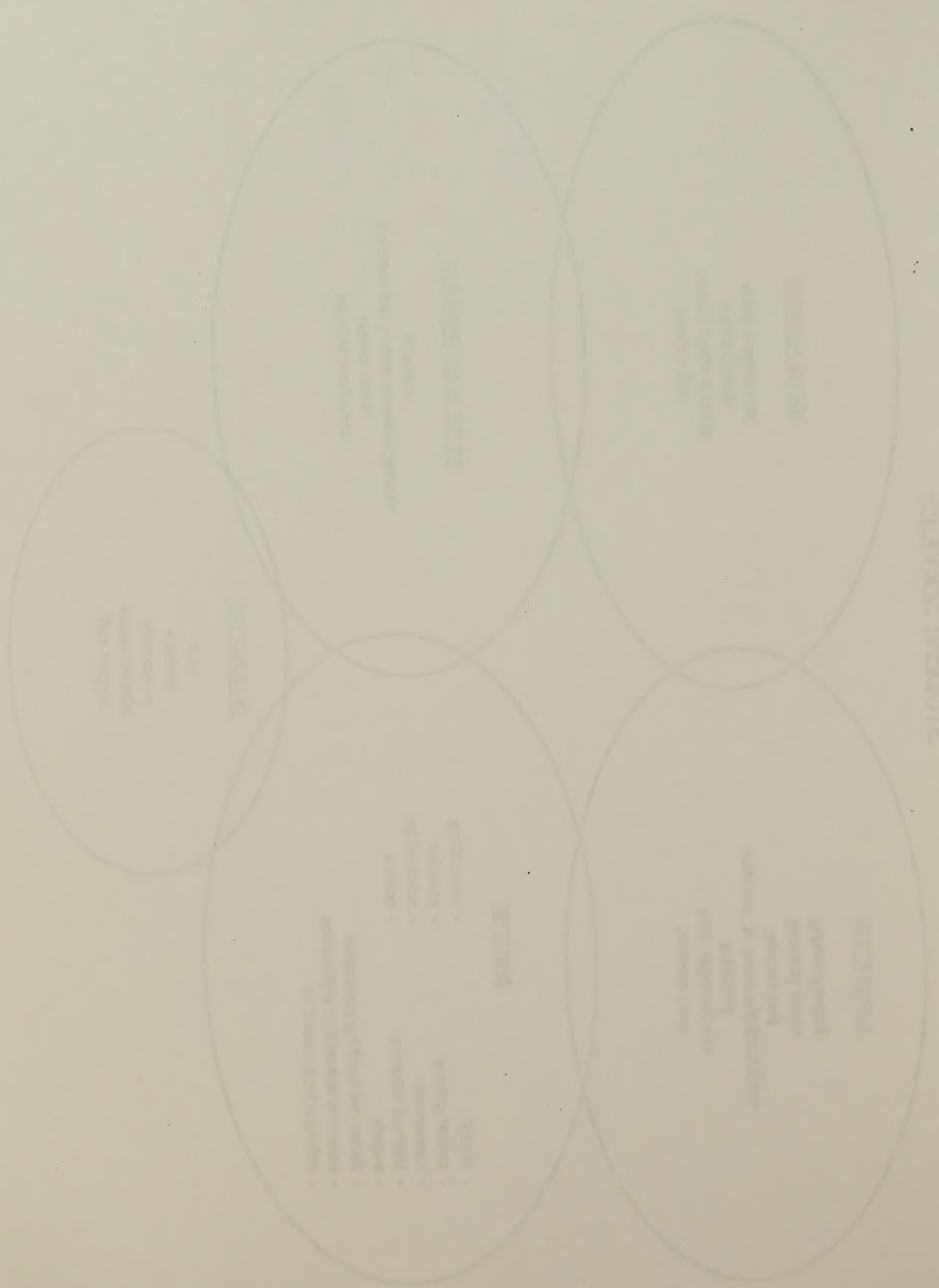
PHYSICAL ENVIRONMENT

computer
sharing resources human and materials
career centers
centralized location

IN SERVICING

staff
students
community
administration
support staff

JOICE FACTSHEET: MAIN FINDINGS SEVERE RESULTS



1. IMPACT ON SCHOOL OF STUDENT SERVICES MODEL***Collaboration***

- *which 2 or more departments share resources*
- *share resources and personnel*
- *work towards shared vision (new umbrella for student services)*
- *work together to achieve particular goals*

2. BENEFITS OF THE MODEL FOR STUDENTS

- *better action plans for students ie careers, self-awareness*
- *ie Co-op placement with options*
- *special needs for identified students in regards to career plans*
- *more diverse responses for students*
- *more personal counselling contacts*
- *new and innovative solutions ie, transition, retention*
- *peer tutoring*
- *more expertise available*
- *easier implementation*
- *better relations between departments*
- *resource sharing*

3. STUDENT SERVICES

- *helps Promote---Prevent---Assist---and support kids*
- *not only academically but socially*

4. CONNECTION

- *Students*
- *Families*
- *School personnel*
- *Local community*

SIR ALLAN MACNAB SECONDARY SCHOOL**STUDENT SERVICES MODEL**

We have been moving towards a student services model since September 1995. The configuration consists of teachers from Guidance, Co-operative Education and Learning Resource.

Why have we done this?

To provide a more effective service for the student and more effective support for staff.

As three distinct groups we have always worked together informally. Now we are making sure we are conscious of the interplay of the three areas and using common initiatives to build a comprehensive program e.g.

1. Transition for Grade 9 students
2. Career Education
3. Post-Secondary Preparation
4. Alternative Programming for Identified and at-risk students

Collaboration and team work are the by-lines of this model.

How are we doing this?

- by drawing on our different strengths and areas of expertise to support each other and work with each other
- through regular team meetings
- through planning committees e.g. Communications, career education
- through program initiatives such as Career Seminars
- Co-op and LRT mentoring each other through the growth plan
- through some team teaching re: the secondary process, grade 9 outcomes

How is it working?

- Positively
- We are defining areas of commonality and separation
- We are avoiding duplication and overlap of services
- It is broadening our perspective in terms of problem solving
- A wider range of resources has become more readily available and accessible to students, parents and teachers
- It allows us to solve problems more effectively in school before accessing outside resources which are shrinking
- The down loading of duties provides an opportunity for more equitable sharing of responsibilities
- It provides an opportunity to serve the changing and more demanding needs of our students, more effectively
- We are modelling interdisciplinary team work for teachers and students

OVERVIEW OF STUDENT SERVICES PROGRAM 1ST SEMESTER

.... ongoing

COUNSELLING.....

Aug. 26 - Sept. 16 ✕	Timetable adjustments (LRT, Co-op, Counsellors)
Aug. 26 - Sept. 27	New registrations
Sept. 3.... ✕	Teaching Assistant Program starts (LRT, Counsellors)
Sept. 16.... ✕	Individual meetings with Gr. 9 "at risk" students (LRT, Counsellors)
Sept. 20.... ✕	MacNab Plan (a.k.a. Parkside Plan) Noon team meetings to follow (Counsellors, LRT, Teachers, Administration)
Sept. 23.... ✕	Follow-up meetings with new registrations (LRT, Counsellors)
Sept. 24.... ✕	Monthly Dart - 1st Meeting (Counsellors, LRT, Co-op)
Sept. 25.... ✕	Grade 9 presentations (Counsellors, LRT, Co-op) Gr. 9 Lesson I (Homework/Study Skills)
Sept. 26 ✕	OAC assembly re <u>University</u> application (Counsellors, LRT, Co-op)
Sept. ✕	Career Ed. Program (Co-op, Counsellors, LRT)
Oct.	Student visits to Universities/College
Oct. 3....	Follow-up meetings with new registrations
Oct. 3....	Gr. 9 Lesson II (self awareness)
Oct. 3....	OAC classroom Presentations - Distribution of Info
Oct. 16....	Gr. 9 Lesson III (Time Management, Test prep etc.)
Oct. 16....	Grade classroom 12 Presentations re college application process
Oct. 25....	University Application Seminar in Library
Nov.	Student Visits to College/Universities
	ETC.

SIR ALLAN MACNAB SECONDARY SCHOOL

OVERVIEW OF STUDENT SERVICES PROGRAM
2ND SEMESTER

....ongoing

COUNSELLING.....

Jan. - Feb.

New Registrations
Night School

Jan. - Feb. 14

Timetable adjustments (Co-op, LRT, Counsellors)

Jan.

Co-op Placements finalized for 2nd semester

Feb. 3....

Teaching Assistant Program starts (LRT, Counsellors)

Feb. 6....

Co-op starts

Feb. 10....

Scholarship Applications (LRT, Counsellors)

Feb. 3 - Mar. 7

Option '97 presentation to all Grades and Option Collection (LRT, Co-op, Counsellors)

Feb. - May

Annual Reviews (LRT, Parents, Admin., Counsellors)

Feb. 18

Monthly Dart 1st meeting (LRT, Co-op, Counsellors)

March 17....

Follow-up meetings with New Registrations
LRT to meet with identified new registrants

March 23

Planning for Grade 11 sessions (Counsellors, LRT, Co-op)

April

Implementation of Grade 11 program (Counsellors, LRT, Co-op)
(Introduction to Post-Secondary)

April 7....

University applications '97
Mark updates etc.
Supplementary documentation if necessary, etc.

April 21

Meet with students with failing mid-term marks
- LRT to meet with identified students.....

April....

Start co-op process 97-98

ETC

6

Appendix C

3.3 Program Delivery Modes

Many partners within the total school community have an integral role to play in the delivery of a comprehensive guidance and career education program. Teachers and teacher-counsellors, where available, would contribute in a vital way by providing instruction in learner, interpersonal and career development. Community partners which might include employers, community agencies, and private sector organizations, would contribute with visits to the classroom and co-operative education/work experience placements. The school community is an important resource and would play a key role in the delivery of the program.

The Choices Into Action: Guidance and Career Education program in Grades 1 to 12 would be delivered in the following four ways:

- Classroom Instruction
- Enhanced Learning Opportunities
- Community-based Learning
- Individual Assistance and Short-term Counselling.

3.3.1 Classroom Instruction

A program of instruction which focuses on the foundation knowledge, skills and attitudes related to learner, interpersonal, and career development would begin in Grade 1 and continue to the end of Grade 12. This program would be taught both by integrating its concepts through other subject/program areas and as discrete courses.

Specific Outcomes from *The Common Curriculum: Policies and Outcomes, Grades 1 – 9, 1995*, require instruction which is explicitly designed to develop knowledge and skills in learner, interpersonal and career development. Although these Outcomes may be addressed in various Subject/Program Areas, the guidance and career education program would ensure that every student has the opportunity to achieve these outcomes.

Integrated curriculum which enables students to "relate their learning to real-life situations" would be an important feature of the Grade 1 to 9 program. In designing integrated programs, teachers would need to make sure that these programs address the three areas of the guidance and career education program and the structured approach to student learning – assessment of self, analysis of opportunities, choice among alternatives and action.

Teachers and teacher-counsellors would have many opportunities to explore the links between the classroom and the world beyond the school. Beyond Grade 9, the focus on integrated programming would continue to be important. Course profiles would be developed so that academic subjects clearly include connections to learner, interpersonal, and career development. Curriculum integration helps students reflect on the relevance of school subjects to their lives at present and to their future.

In addition, there would be specific guidance and career education courses in Grades 10 to 12. Depending on the option selected for compulsory and optional courses, guidance and career education courses could be required for all students. (For a discussion relating to compulsory courses refer to Section 4.3: Graduation Requirements: Options in the *Ontario Secondary Schools (1998), Detailed Discussion Document*.)

3.3.2 Enhanced Learning Opportunities

In order to meet the varying needs of their students, schools would offer additional learning opportunities by developing courses or units based upon learner, interpersonal and career development. These courses or units would be designed to offer additional opportunities to students who wish to improve and enhance their personal knowledge, skills and attitudes in guidance and career education. Enhanced learning opportunities would be offered in addition to the classroom instruction mode of delivery.

Units in the form of seminars, workshops and small groups could be developed in such areas as:

- job search strategies
- résumé writing
- interview skills
- conflict resolution skills
- personal and interpersonal skills
- assertiveness training
- study skills
- time management skills

Courses could be developed in such areas as:

- peer helping
- leadership
- life skills
- personal life management

3.3.3 Community-based Learning

Community-based learning draws on the opportunities that exist throughout the local community. It recognizes the diversity of the community and the variety of workplaces in it.

Many types of experiences are available in the community. Examples include:

- field trips
- work-site tours
- job shadowing
- career mentoring
- community service
- work experience
- co-operative education
- youth apprenticeship, internship, and school-to-work programs.

Therefore, school personnel would regularly invite partners from the community to contribute to all aspects of the guidance and career education program.

See Appendix 2 for the Sample Program: Career Awareness Partnerships Program (CAPs)

3.3.4 Individual Assistance and Short-term Counselling

From time to time, students will request and require individual assistance and encouragement in their learner, interpersonal and career development. Examples of occasions where such assistance might be needed include difficulties in a work experience placement, conflict with another student, non-acceptance into university or college. This assistance should continue to come first from those closest to the student (i.e., classroom teachers, the teacher-advisor, parents/guardian, the student's peers). The teacher-advisor³, through an established relationship with the student, would be well-positioned to identify any additional assistance the student requires and, where appropriate, consult with the student's teacher(s), parents/guardian and teacher-counsellor.

When additional assistance is required, a referral would be made to a teacher-counsellor for short-term counselling. Where a teacher-counsellor is not available, an appropriate school or board staff member could be available to carry out this role. This brief intervention would involve an assessment, individual problem solving and planning, and may include a referral to another school-based, board-based or community program or other types of professional counsellors (e.g., a social worker, a psychologist, a welfare worker, a youth counselling agency), as appropriate.

3.4 Assessment Strategies in Guidance and Career Education

Assessment of student learning would be carried out as a regular and ongoing part of curriculum, support services and community partnership activities. All students are expected to be regularly assessed, and to receive feedback on the quality and standard of their work. Student assessment for classroom instruction would be

³ A teacher-advisor is a teacher who would be responsible for a group of students for a minimum of one year, as part of the teacher-advisor system (see Section 3.5.2)

based on the relevant outcomes in *The Common Curriculum: Policies and Outcomes, Grades 1-9, 1995*, and in curriculum guidelines and course profiles that the ministry proposes to develop from grades 10 to 12.

Assessment applies to all program delivery modes: classroom instruction, enhanced learning opportunities, community-based learning, and short-term counselling. For short-term counselling, the outcomes will be specific and unique to the individual student, and should be assessed regularly against the student's identified needs and individual progress in learner, interpersonal and career development. This assessment would lead to the development of individual learning outcomes that would assist students (and where appropriate their parents/guardian) in developing plans to meet their identified needs, challenges and personal goals.

3.5 Program Elements

3.5.1 Co-operative Education/Work Experience

There is considerable public interest in increasing the relevance of the secondary school curriculum, providing students with practical applications of classroom experiences, and ensuring more opportunities for students to make connections between what happens in school and outside of school.

Parents and students want a better understanding of what is available in the world of work. National and provincial research and surveys have shown that parents want schools to increase their efforts in preparing students for their futures. Students have indicated that they want schools to pay more attention to their career planning needs. To meet these challenges, schools have developed a variety of programs in such areas as job exploration, job shadowing, workplace visits, and cooperative education. Currently, the availability of these programs and opportunities varies considerably from school to school.

To meet the concerns of parents, students and employing organizations, the ministry is committed to ensuring that all students are provided with a career education program. One of the features of such a program would be to provide all students with opportunities to experience the workplace firsthand.

Co-operative education/work experience is valuable for all students, whether they plan to go to work, college or university after secondary school. This experience must complement and not jeopardize students' academic programs. These planned career education experiences in the community would enhance the school program through real-life applications, and expose students and teachers to up-to-date workplace practices. Co-operative education/work experience increases students' awareness of career opportunities, provides first hand experience of employer expectations and concrete applications of curriculum.

Co-operative education/work experience also strengthens links with postsecondary destinations. For those students whose first postsecondary destination is the workplace, co-operative education/work experience would provide personal contacts with potential employers. For those students whose first postsecondary destination is college or university, co-operative education/work experience would provide opportunities for students to make better informed decisions about education and career choices.

The current co-operative education policy requires a significant commitment of time, in the range of 220 to 550 hours in a year, by students who choose to participate. This practice will continue to be encouraged. The options described below do not affect current co-operative education practice but rather describe ways for more students to participate in co-operative education/work experience through an expansion that includes short term experiences. Short term experiences would include community service, volunteer work and simulations. Co-operative education/work experience in

Option 1 is optional. Participation in current co-operative education programs would fulfil the compulsory requirement as described in Options 2 and 3.

All three options provide for the co-operative education/work experience to be fulfilled in the following two ways:

- **current co-operative education** as described in *Co-operative Education: Policies and Procedures for Ontario Secondary Schools, 1989*, or participation in the Ontario Youth Apprenticeship Program and other structured school-to-work transition programs such as Bridges;
- **other school-arranged experiences** tied to the curriculum, for example, structured extra-curricular activities, community service, in-school work simulations.

Options 2 and 3 will also require recognition of a broader array of experiences than in Option 1 to provide school boards, schools and students within a range of communities with the means to satisfy a compulsory requirement. This additional category of work experience would include:

- **student-arranged experiences** tied to the curriculum, for example, community service, volunteer work and paid part-time or summer employment.

In all cases, ways of offering co-operative education/work experience, including both school and student-arranged, would incorporate the following components:

- pre-placement instruction (e.g. related to interviews, résumés, safety, legal and harassment issues)
- development of a learning plan based on provincial curriculum guidelines
- monitoring students in school-arranged experiences or obtaining documentation as evidence for student-arranged experiences

- opportunities for students to analyse their experiences and integrate their learning
- evaluation of students' learning to determine whether or not to grant credit.

There are two issues to consider in the following options:

- optional (Option 1) versus compulsory (Options 2, 3) co-operative education/work experience
- a credit (Option 2) versus a non-credit graduation requirement (Option 3) within compulsory co-operative education/work experience

Option 1: Expand co-operative education/work experience to include short term experiences that are optional and for which students receive full or partial credit

This option would allow students to choose a current co-operative education experience or a short term, work experience.

In this option, students would choose to participate in co-operative education/work experience according to their interests, abilities and available time. Schools and school boards would choose the extent to which they wish to devote resources to developing these opportunities through business and community partnerships.

Option 2: Expand co-operative education/work experience to include short term experiences that are compulsory for all students and for which students receive credit

This option would ensure that all students receive an experience in a community or work placement or an in-school work simulation. Students would receive credit for this experience related to in-school curriculum.

Under this option, you will be asked to indicate whether students should be required to earn a half-credit (45 hours) or one credit (90 hours).

Option 3: Expand co-operative education/work experience to include short term experiences that are a compulsory graduation requirement for all students but for which students do not receive credit

This option would ensure that all students receive an experience in a community or work placement, or in-school work simulation. This option differs from Options 1 and 2 in that students do not receive credit for this planned short-term, curriculum-based co-operative education/work experience.

Satisfactory completion of this experience would be noted on the Ontario Student Transcript.

Under this option, you will be asked to indicate whether students should be required to complete the equivalent time required for a half-credit (45 hours) or one credit (90 hours).

3.5.2 The Teacher-Advisor System

Parents and students appreciate and benefit from an ongoing personal relationship with a teacher at the school. Many teachers recognize the importance of being available to their students, through for example, acting as mentors and advocates for their students. The establishment of a teacher-advisor system, Grades 1 to 12, would support teachers in creating and sustaining relationships with students and their parents and would ensure that opportunities to build such important and supporting relationships are available to all students.

Each school would be responsible for organizing a system that provides all students with regular access to a teacher-advisor. Schools could organize their teacher-advisor systems in a variety of ways such as house systems, enhanced home-rooms or "schools within schools".

Each teacher-advisor, with the support of teacher-counsellors, would be responsible for a group of students for a minimum of one year. The teacher-advisor would monitor students'

overall progress, provide personal encouragement, and help students make connections between and among subjects in school and learning which takes place in the community. During the time set aside for students to meet with their advisors, group reflection, discussion and activities would focus on areas related to learner, interpersonal and career development.

The teacher-advisor would co-ordinate the overall review of the education and career portfolio for the student and his/her parents or guardian. The teacher-advisor could meet annually with the student and parents/guardian to review this portfolio and the student's educational progress. Starting in Grade 7, the student's annual education plan would become part of this discussion; and starting in Grade 9 or 10, the student's plans for postsecondary activities would also be discussed. When necessary, the teacher-advisor would refer students who need additional assistance to the teacher-counsellor, administration and/or other appropriate personnel.

Teacher-counsellors would support teacher-advisors by providing resources and information about students' programs, teaching specific content, leading discussions on selected topics, linking to the community and postsecondary institutions, and providing assistance in completing student portfolios.

When students enter a school for the first time, they would be assigned a teacher-advisor, participate in an orientation program and receive a school information package. During this process, opportunities for students to build relationships with their peers and the teacher-advisor would be provided. Once enrolled in a school, students would also receive an updated school information package each year. An orientation program would also be available for students who enter the school in the middle of the school year.

See Appendix 2 for the Sample Programs: Teacher Advisor System and Teacher Advisor Program

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 1, 1861.

2. The second part of the document is a report from the Secretary of the Interior, dated January 1, 1861.

3. The third part of the document is a report from the Secretary of the Treasury, dated January 1, 1861.

4. The fourth part of the document is a report from the Secretary of the War, dated January 1, 1861.

Appendix D

Appendix B

DRAFT COPY FOR SCHOOL FEEDBACK PURPOSES ONLY

APRIL 1997

DISTRIBUTED TO PRINCIPALS FOR FEEDBACK
GUIDANCE AND CAREER EDUCATION SYSTEM PLAN

Compiled by Student Services: Stella Gibson, Avaneel Scherer, Robin Magill,
Liz Shuttleworth (Sir W. Churchill), Cam Gauldie (Sir W. Churchill),
Cathy Hillgren (Hampton Heights), Hal Hillgren (Section 27)

There is a large number of people who are interested in the study of the history of the United States. They are interested in the history of the United States because they want to know more about the country they live in. They want to know more about the people who lived in the United States and the things that they did. They want to know more about the history of the United States because they want to know more about the country they live in.

There is a large number of people who are interested in the study of the history of the United States.

They are interested in the history of the United States because they want to know more about the country they live in.

They want to know more about the people who lived in the United States and the things that they did.

They want to know more about the history of the United States because they want to know more about the country they live in.

GUIDANCE AND CAREER EDUCATION CURRICULUM

GRADE	SELF-AWARENESS	PROGRAM	RESOURCES	INSERVICE
GRADE 12/OAC	Resume Package	Leadership Opportunities University Information Presentations - Parents and students	Ontario Prospects Provincial Newspaper	CHOICES -Financial Aid Scholarships
	Post-Secondary Decision-Making Workshops	Discover College Days	Canada Prospects	CHOICES
	CHOICES	Cooperative Education - (Secondary School Education Reform?)	Pamphlet: Life After High School	CHOICES - C.T.
	CHOICES - C.T.	University Information Program College Information Program	Core Resources 7-12/OAC	DISCOVER
	DISCOVER	OPTIONAL Other School-Based Career Education activities	Employability Skills Profile - Conf. Bd. of Canada - handout	SCHOOL FINDER
	Portfolio- Educational Plan	Academic & Applied Skills (BAP 4AX)	CHOICES -Financial Aid Scholarships	IEC - Teacher Workshops
	SCHOOL FINDER	Cross-curricular Infusion of Career Education into program/subject/theme areas	BAP/4AX Resource Package	
		Transition to Work Programs: eg. Cosmetology Health Care Aide, Food Services OYAP (Ontario Youth Apprenticeship, Program - formerly SSWAP), Business Studies	CHOICES	
		Work Experience/Job Shadowing	CHOICES - C.T. DISCOVER SCHOOL FINDER	
GRADE 11	Resume Package	Leadership Opportunities	Core Resources 7-12/OAC	CHOICES
	Post-Secondary Decision-Making Workshops	Academic & Applied Skills (BAP 3AX)	BAP 3AX/Resource Package	CHOICES - C.T.
	S.D.S. - Self-Directed Search	Cooperative Education Work Experience - (Secondary School Education Reform?)	Employability Skills Profile - Conf. Bd. of Canada - handout	SCHOOL FINDER
	CHOICES	Career Community Guest Speakers	CHOICES - C.T.	DISCOVER
	CHOICES - C.T.	University Information Program College Information Program	DISCOVER	IEC - Teacher Workshops
	DISCOVER	OPTIONAL Other School-Based Career Education activities	CHOICES	
	SCHOOL FINDER	Cross-Curricular Infusion of Career Education Into program/subject/theme areas	SCHOOL FINDER	
	Portfolio - Educational Plan	Transition to Work Programs: eg. Cosmetology, Health Care Aide, Food Services, OYAP (Ontario Youth Apprenticeship Program - formerly SSWAP)		
	Myers Briggs	Business Studies Entrepreneurship Work Experience		

GRADE	SELF-AWARENESS	PROGRAM	RESOURCES	INSERVICE
GRADE 10	Resume Package Explorations True Colours CHOICES - Specific (cross-curricular) Portfolio - Educational Plan CHOICES - Personal Profile DISCOVER	Leadership Opportunities Community Service Secondary School Reform? (job shadowing/ work experience/ co-op) Career Community Guest Speakers OPTIONAL Other School-Based Career Education activities - optional Cross-curricular Infusion of Career Education into program/ subject/ theme areas Business Studies	Core Resources 7-12/OAC Employability Skills Profile - Conf. Bd. of Canada - handout CHOICES CHOICES - C.T. DISCOVER CAREER EXPLORERS SCHOOL FINDER	CHOICES CHOICES - C.T. DISCOVER CAREER EXPLORERS SCHOOL FINDER IEC - Teacher Workshops
	Resume Package Take Our Kids to Work (pre-post activities) Discovery Study Skills Workshop Portfolio - Educational Plan CHOICES CT (Career Search Introduction) DISCOVER	Leadership Opportunities "Take Our Kids to Work" Career Community Guest Speakers - Post-Secondary Education & Employment Opportunities (I.E.C.) Introduction to Business (2 Units) compulsory Study Skills Workshop - in process of being developed OPTIONAL Other School-Based Career Education activities Cross-curricular Infusion of Career Education into program/subject/ theme areas Awareness of Volunteer placements in the workplace CHOICES - Credit Union Program IEC - Partnerships	CHOICES The Edge - Magazine Core Resources 7-12/OAC Employability Skills Profile - Conf. Bd. of Canada - handout DISCOVER CAREER EXPLORERS (Bridges) SCHOOL FINDER OPTIONAL Junior Achievement	CHOICES Leadership Opportunities leaflet under development DISCOVER CAREER EXPLORERS(Bridges) SCHOOL FINDER IEC - Teacher Workshops
GRADE 9				

GRADE	SELF-AWARENESS	PROGRAM	RESOURCES	INSERVICE
GRADE 6	Resume Package *SAFRAN Level II Portfolio - Educational Plan (from Grade 7) DISCOVER CAREER EXPLORERS CAREER FUTURES	Leadership Opportunities - handout Changes & Challenges (Career explorations and Educational planning) Community Service - handout The Real Game Secondary School Presentation Grade 8 Parents' Night Decision-making Process for Secondary School entry Grade 8 Open House at Secondary Schools Secondary School Orientation by Secondary Schools I.E.C. / Rotary - Career Day Career Days/Tours - Speakers OPTIONAL Other School-Based Career Education activities - optional Job Shadowing Cross-curricular Infusion of Career Education into program/subject/theme areas Project Business - Junior Achievement	Career Connections Series Pamphlet: Next Year Secondary School Core Resources 7-12/OAC Employability Skills Profile - Conf. Bd. of Canada - handout 1984 - One Step at a Time Support Document to Guidance DISCOVER CAREER EXPLORERS CAREER FUTURES The Real Game OPTIONAL Lion's Quest, P.S. We Care, Project Business - Junior Achievement	Visions and Ventures - Entrepreneurship - Grade 8 CHOICES The Real Game CAREER FUTURES CAREER EXPLORERS DISCOVER OPTIONAL Economics of Staying in School - Junior Achievement
	Real Game Resume *V.I.A.S. - Vocational Interest Assessment System Portfolio - Educational Plan DISCOVER CAREER EXPLORERS CAREER FUTURES	Leadership Opportunities - handout Changes & Challenges (Relationship with others) Community Service - handout The Real Game Career Days/Tours - Speakers List being developed The World - Where People Work & What People Do (To be developed) OPTIONAL Cross-curricular Infusion of Career Education into program/subject/theme areas Other School-Based Career Education activities	Career Connections Series Core Resources 7-12/OAC Employability Skills Profile- Conf. Bd. of Canada - handout 1984 - One Step at a Time Support Document to Guidance DISCOVER CAREER EXPLORERS CAREER FUTURES The Real Game OPTIONAL Lion's Quest, P.S. We Care	The Real Game CAREER EXPLORERS CAREER FUTURES DISCOVER Visions and Ventures - Entrepreneurship - Grade 7 The World - Where People Work & What People Do (To be developed)
GRADE 7				

GRADE	SELF-AWARENESS	PROGRAM	RESOURCES	INSERVICE
GRADE 6	Portfolio (School Generated)	Grade 5 Open House - Middle Schools Changes & Challenges (Getting to Know Yourself) Business Basics - Junior Achievement My Country - Where People Work & What People Do (To be developed) Cross-curricular Infusion of Career Education into program/subject/theme areas	Employability Skills Profile - Conf. Bd. of Canada - handout OPTIONAL Lion's Quest, P.S. We Care, VIP (Values, Influences and Peers) Employability Skills Profile - Conference Board of Canada - handout	My Country - Where People Work & What People Do (To be developed)
GRADE 5	Portfolio (School Generated)	Now You're In Business -(Entrepreneurship & Consumerism) "Jobs" - Social Studies Cross-Curricular Infusion of Career Education into program/subject/theme areas	OPTIONAL Lion's Quest, P.S. We Care Business Basics - Junior Achievement Employability Skills Profile - Conf. Bd. of Canada - handout	
GRADE 4	Portfolio (School Generated)	My Province - Where People Work & What People Do (To be developed) Cross-curricular Infusion of Career Education into program/subject/theme areas	Employability Skills Profile - Conf. Bd. of Canada - handout OPTIONAL Lion's Quest, P.S. We Care	My Province - Where People Work & What People Do (To be developed)

GRADE	SELF-AWARENESS	PROGRAM	RESOURCES	INSERVICE
GRADE 3	Portfolio (School Generated)	My City - Where People Work & What People Do (To be developed) Cross-curricular Infusion of Career Education into program/subject/theme areas	Employability Skills Profile - Conf. Bd. of Canada - handout OPTIONAL Lion's Quest, P.S. We Care, Second Step (Kit)	My City - Where People Work & What People Do (To be developed)
GRADE 2	Portfolio (School Generated)	My School Community - Where People Work & What People Do (To be developed) Cross-curricular Infusion of Career Education into program/subject/theme areas	Employability Skills Profile - Conf. Bd. of Canada - handout OPTIONAL Lion's Quest, P.S. We Care, Second Step (Kit)	My School Community - Where People Work & What People Do (To be developed)
GRADE 1	Portfolio (School Generated)	My Family - Where People Work & What People Do (To be developed) Cross-curricular Infusion of Career Education into program/subject/theme areas	Employability Skills Profile - Conf. Bd. of Canada - handout OPTIONAL Lion's Quest, P.S. We Care Second Step (Kit)	My Family - Where People Work & What People Do (To be developed)

* Call Career Education Resource Centre (Briarwood) to be inserviced and to receive guides.

GUIDANCE AND CAREER EDUCATION CURRICULUM

AREAS TO BE DEVELOPED

- | | |
|--|---|
| <ul style="list-style-type: none"> • Study Skills Program 7, 8, 9 • Career Planning • School Leadership Opportunities • Community Opportunities • Peer Helping/Tutoring • Job Shadowing/Work Experience • Community Speakers Listing - IEC • Internship - IEC • System Wide Portfolio | <ul style="list-style-type: none"> • Education Plan 7-12/OAC • Transition To Work Program - (Secondary School Reform?) • Program Units 1 thru 4, 6 and 7 |
|--|---|

Revised meeting of:
FEB. 5, 1997

URBAN/MUNICIPAL

CAY ON HBLW 26

A38

1997

URBAN MUNICIPAL

JUN 16 1997

GOVERNMENT DOCUMENTS

AGENDA

PROGRAM COMMITTEE

1997 06 05

Confirmation of the minutes of the regular meetings of 1997 03 06 and 1997 04 03.

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. Second Annual Report on Issues Facing Female Athletes in Hamilton High Schools
Pages 1 to 2
2. Implementation of "The Common Curriculum - Grades 1-9" Status Report
Pages 13 to 38

NEW BUSINESS:

1. Demonstration and Presentation of the (Internet) Home Page for the Hamilton Board
2. Report re Textbook and Learning Material Approval as per Circular 14
Pages 39 to 42
3. Annual Report on the Environmental Policy
Pages 43 to 50

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Report re System Summary of Grades 5 and 8 Students' Results on the Canadian Achievement Tests (Second Edition), 1996-97
Pages 51 to 52
2. Report of the Special Education Advisory Committee
**Page 53
and Separate Package**

DATE: 1997 06 05

TO: Chairman & Members
Program Committee

FROM: Elizabeth Bond, Superintendent of Program

RE: **Second Annual Report on Issues Facing Female Athletes in
Hamilton High Schools**

REPORT: Information

Background:

This report reflects findings, and actions, of the Project Team Leader for Student Services and Community Linkage in response to a request by the Program Committee to provide a yearly update around issues facing Female Athletes in Hamilton High Schools.

Issue:

To share follow-up information with Trustees regarding the recommendations presented in the First Annual Report to the Program Committee, January 1996.

Recommendation:

That the Second Annual Report (1997 06 05): Issues Facing Female Athletes in Hamilton High Schools be received for information.

Rationale:

Action To Date

During the period from 02/96 to 02/97 the following has been done:

- A copy of the First Annual Report: Issues Facing Female Athletes in Hamilton High Schools was distributed to all Principals of Middle Schools and Secondary Schools for information and action.
- A copy of the pertinent sections of this Report were distributed to all Physical Educators at Middle School and Secondary Schools for information and action.
- A copy of the entire Report was given to the Co-Presidents of the Hamilton Student Athletic Council for information.
- Data collection which reflects male/female participation at the Secondary level for the time period 02/96 - 02/97 (Appendix I)
- Data collection which reflects male/female participation at the Middle School level for the time period 02/96 - 02/97 (Appendix II).
- Data which reflects Middle School Intramural offerings, by grade, 1996-97 (Appendix III).

- Data collection which reflects physical education instruction, by gender, at the Middle School level. (Appendix IV).
- Constant contact with the Media to ensure that coverage has been equitable for male/female sports and athletes of the week.

Summary:

Analysis and interpretation of the data in the appendices suggests that:

- At the Secondary School level participation data for males and females indicates that at both the Junior and Senior levels there has been an increase in the overall number of opportunities being offered by schools to females for H.I.A.C. competition. There is, however, still room for improvement.
- At the Middle School level participation data for males and females indicates that at the Senior level there is relative equity but at the Junior level, females are not provided with an equitable opportunity to compete
- Middle School intramural offerings indicate that there is equitable opportunity for males and females across Grades 6, 7 & 8
- At the Middle School level instruction in a single gender environment has increased but could still be improved, and at the Grade 6 level specifically.
- The Hamilton Student Athletic Council continues to address equity of opportunity and of celebration at the Secondary School level
- The Media continue to cover male/female events as consistently as possible
- The Athletic Convenor continues to promote equity of female opportunity when designing schedules, and addressing the various teacher/coach groups

Planned Follow-up:

The Second Annual Report - Issues Facing Female Athletes in Hamilton High Schools will be circulated to all Principals at the Middle School and Secondary School level, for information and action, and similar data will be collected during the 1997-98 school year for a report to the Program Committee in June, 1998.

Appendices:

- Appendix I HIAC Competition: Male/Female Participation
- Appendix II HMSAA Competition: Male/Female Participation
- Appendix III Middle School: Intramural Offerings
- Appendix IV Middle School: Physical Education Instruction by Gender

APPENDIX I

H.I.A.C. Competition - Data 02/96 - 02/97 Male/Female Participation**Senior male/female participation**

- These findings indicate that;
8 schools offer 11 or more sports for males
7 schools offer 11 or more sports for females

NOTE:

The data indicates that at the Senior level there has been an increase in the overall number of opportunities being offered by schools to females for H.I.A.C. competition. There is, however, still room for improvement.

Junior male/female participation indicates

- These findings indicate that ;
9 schools offer 5 or more sports for males
7 schools offer 5 or more sports for females

NOTE:

The data indicates that at the Junior level there has been an increase in the overall number of opportunities being offered by schools to females for H.I.A.C. competition . There is, however, still room for improvement.

1. The first part of the report deals with the general situation of the country. It is a very interesting and informative study of the country's development.

2. The second part of the report deals with the economic situation of the country. It is a very interesting and informative study of the country's economic development.

3. The third part of the report deals with the social situation of the country. It is a very interesting and informative study of the country's social development.

4. The fourth part of the report deals with the political situation of the country. It is a very interesting and informative study of the country's political development.

5. The fifth part of the report deals with the cultural situation of the country. It is a very interesting and informative study of the country's cultural development.

6. The sixth part of the report deals with the environmental situation of the country. It is a very interesting and informative study of the country's environmental development.

7. The seventh part of the report deals with the international situation of the country. It is a very interesting and informative study of the country's international development.

8. The eighth part of the report deals with the future of the country. It is a very interesting and informative study of the country's future development.

APPENDIX I (a)

MALE	Volley- ball	Basket- ball	Soccer	Track & Field	Badmin- ton	Cross- Co'ntry	Slo- Pitch	Bseball	Football	Field Hockey	Tennis	Gym	Nordic Ski	Water- polo	Touch Football	Hockey	TOTAL 95/96	TOTAL 96/97
SENIOR	O/F	O/F	O/F	O/F	O/F	O/F	N	O/F	O/F	N	O/F	N	NF	O/F	O/F	O/F		
01	• X	• X	• X	• X	• X	• X		• X	• X		• X			• X	• X	• X	12	12
02	• X	• X	• X					• X	• X					• X	• X	• X	8	8
03	• X	• X	• X	• X	• X	• X								• X	• X		6	6
04	• X	• X	• X	• X	• X	• X		• X	• X		• X			• X	• X	• X	12	12
05	• X	• X	• X	• X	• X	• X		• X	• X		• X			• X		• X	10	10
06	• X	• X	• X			• X		• X	• X		• X			• X	• X	• X	11	11
07	• X	• X	• X	• X	• X			• X	• X		• X			• X	• X	• X	11	11
08	• X	• X	• X	• X	• X	• X		• X	• X		• X			• X	• X		10	10
09	• X	• X	• X	• X	• X	• X		• X	• X		• X			• X	• X	• X	11	11
10	• X	• X	• X	• X	• X	• X		• X	• X					• X	• X		11	11
11	• X	• X	• X	• X	• X	• X		• X	• X		• X			• X	• X		12	12
12	• X	• X	• X	• X	• X	• X		• X	• X		• X			• X	• X	• X	12	12

FEMALE	Volley- ball	Basket- ball	Soccer	Track & Field	Badmin- ton	Cross- Co'ntry	Slo- Pitch	Bseball	Football	Field Hockey	Tennis	Gym	Nordic Ski	Water- polo	Touch Football	Hockey	TOTAL 95/96	TOTAL 96/97
SENIOR	O/F	O/F	O/F	O/F	O/F	O/F	O/F	N	N	O/F	O/F	NF	NF	O/F	O/F	O/F		
01	• X	• X	• X	• X	• X	• X	• X			• X				• X	• X	• X	11	11
02	• X	• X	• X				• X			• X				• X	• X	• X	8	8
03	• X	• X	• X	• X	• X	• X	• X			• X				• X	• X	• X	7	7
04	• X	• X	• X	• X	• X	• X	• X			• X	X			• X	• X	• X	11	10
05	• X	• X	• X	• X	• X	• X	• X			• X	• X			• X	• X		10	12
06	• X	• X	• X		• X	• X	• X			• X	• X			• X	• X	• X	10	10
07	• X	• X	• X	• X	• X	• X	• X			• X	• X			• X	• X	• X	11	11
08	• X	• X	• X	• X	• X	• X	• X			• X	X			• X	• X		11	11
09	• X	• X	• X	• X	• X	• X	• X			• X	• X			• X	• X		10	10
10	• X	• X	• X	• X	• X	• X	• X			• X	• X			• X	• X	• X	12	12
11	• X	• X	• X	• X	• X	• X	• X			• X	• X			• X	• X	• X	12	12
12	• X	• X	• X	• X	• X	• X	• X			• X	X			• X	• X	• X	11	12

• = 02/95-02/96

N - Not offered

X = 02/96-02/97

O/F - Offered and Funded

NF - Not funded

MALE	Volley- ball	Basket- ball	Water- polo	Track & Field	Badmin- ton	Cross- Co'ntry	Nordic Ski	TOTAL 95/96	TOTAL 96/97
JUNIOR	O/F	O/F	O/F	O/F	O/F	O/F	N		
01	• X	• X	• X	• X	• X	• X		6	6
02	X	• X	• X					2	3
03	• X	• X		• X	• X			4	4
04	• X	• X		• X	• X	• X		4	4
05	• X	• X	• X	• X	• X			5	5
06	• X	• X	• X		• X	• X		5	5
07	• X	• X	• X	• X	• X	• X		6	6
08	• X	• X	• X	• X	• X			5	5
09	• X	• X		• X	• X	• X		5	5
10	• X	• X	• X	• X	• X			5	5
11	• X	• X	• X	• X	• X	• X		6	6
12	• X	• X	• X	• X	• X	• X		6	6

NOTE - **1
not offered 1995-96
offered/funded 1996-97

FEMALE	Volley- ball	Basket- ball	Water- polo	Track & Field	Badmin- ton	Cross- Co'ntry	Nordic Ski	TOTAL 95/96	TOTAL 96/97
JUNIOR	O/F	O/F	**1	O/F	O/F	O/F	N		
01	• X	• X		• X	• X	• X		5	5
02	• X	• X						2	2
03	• X	X		• X	• X	• X		4	4
04	• X	• X		• X	• X	• X		5	5
05	• X	• X		• X	• X			4	4
06	• X	• X			• X	• X		4	4
07	• X	• X	X	• X	• X	• X		5	6
08	• X	• X	X	• X	• X			4	5
09	• X	• X		• X	• X	• X		5	5
10	• X	• X		• X	• X			4	4
11	• X	• X	X	• X	• X	• X		5	6
12	• X	• X	X	• X	• X	• X		5	6

• = 02/95-02/96

X = 02/96-02/97

N - Not offered

O/F - Offered and Funded

NF - Not funded

APPENDIX II

H.M.S.A.A. Competition - Data 02/96 - 02/97 Male/Female Participation

Senior male/female participation data indicates that the opportunities for females to compete are as follows:

- greater than males in Basketball and an increase in opportunity from 02/94 - 02/95
- fewer than males in Slo-pitch and a decrease in opportunity from 02/94 - 02/95
- equal to males in volleyball and an increase in opportunity from 02/94 - 02/95

These findings indicate relative equity between males and females at the Senior level in Middle School interscholastics.

Junior male/female participation data indicates that the opportunities for females to compete are as follows:

- fewer than males in Basketball and constant in opportunity from 02/94 - 02/95
- fewer than males in Slo-pitch and an increase in opportunity from 02/94 - 02/95
- fewer than males in Volleyball and constant in opportunity from 02/94 - 02/95

These findings indicate that females are not provided with an equitable opportunity to compete at the Junior level in Middle School interscholastics

	CROSS COUNTRY	SWIM- MING	TRACK FIELD	GIRLS BB	BOYS BB	GIRLS GYMN	BOYS GYMN	GIRLS SLO-PITCH	BOYS SLO-PITCH	GIRLS SOCCER	BOYS SOCCER	GIRLS VB	BOYS VB	WREST- LING
SENIOR	O/F	N/A 1996 O/F	O/F	O/F	O/F	N/F	N/F	O/F	O/F	N	N	O/F	O/F	NF
1	↓•Y	•	↓•Y	↓•Y	↓•Y			↓•	•			•Y	↓•Y	
2	↓•Y	•	↓•Y	↓•Y	↓•Y							•Y	↓•Y	
3	↓•Y	•	↓•Y	↓•Y	↓•Y			↓Y	↓Y			↓•Y	↓•Y	
4	↓•	•	↓•Y	↓•Y	↓•Y			↓•Y	↓•Y			•Y	•Y	
5	↓•	•	↓•Y	↓•Y				•	•Y			•	•Y	
6	↓•Y	•	↓•Y	↓•Y	↓•Y			↓•Y	↓•Y			↓•Y	↓•Y	
7	↓•Y	•	↓•Y	↓•Y	↓•Y			↓•	↓•			↓•Y	↓•Y	
8	↓•Y	•	↓•Y		•			↓•	↓•			↓•Y	↓•Y	
9	↓•Y	•	↓•Y	↓•Y	↓•Y			↓•Y	↓•Y			↓•Y	↓•Y	
10	↓•		↓•Y	↓•Y	•Y			↓•Y	↓•Y			↓•Y	↓•Y	
11	↓•Y	•	↓•Y	↓•Y	↓•Y			↓•Y	↓•Y			↓•Y	↓•Y	
12	↓•Y		↓•Y	↓•Y	•Y			↓•Y	↓•Y			↓•Y	↓•	
13	↓•Y		↓•Y	↓•Y	↓•Y			↓•Y	↓•Y			↓•Y	↓•Y	
14	Y	•	↓•Y					↓						
15	Y		↓•Y	↓•Y	↓			•Y	↓•Y			↓•Y	↓Y	
16	↓•Y	•	↓•Y	↓•Y	↓•Y			↓•	↓•Y			•Y	↓•Y	
17	↓•Y		↓•Y	↓•Y	↓•Y			↓•Y	•Y			•Y	↓•Y	
18	↓•Y	•	↓•Y	↓•Y	↓•			↓•Y	↓•Y			•Y	•Y	
19	↓•Y		↓•Y		↓Y			↓•	↓•			•Y	•Y	
20	↓•Y	•	↓•Y	↓•Y	↓•Y			↓•	↓•			↓•Y	•Y	
21	↓•Y	•	↓•Y	↓•Y	↓•Y			↓•	↓•			↓Y	↓•Y	
22	↓•Y	•	↓•Y	↓•Y	↓•Y			↓•Y	↓•Y			↓•Y	↓•Y	
23	↓•Y	•	↓•Y	↓•Y	↓•Y			↓•Y	↓•Y			•Y	↓•Y	
24	↓•Y		↓•Y	↓•Y	↓•Y			↓•Y	↓•Y			↓•Y	↓•Y	
25	↓•Y	•	↓•Y	↓•Y	↓•Y			•				↓•Y	↓•Y	
Participation														
Totals 02/94-02/95	↓=23		↓=25	↓=21	↓=20			↓=21	↓=19			↓=15	↓=19	
Totals 02/95-02/96	•=22	•=17	•=24	•=22	•=20			•=23	•=21			•=23	•=23	
Totals 02/96-02/97	Y=22		Y=25	Y=22	Y=20			Y=14	Y=19			Y=23	Y=23	

	GIRLS BB	BOYS BB	GIRLS GYMN	BOYS GYMN	GIRLS SLO-PITCH	BOYS SLO-PITCH	GIRLS SOCCER	BOYS SOCCER	GIRLS VB	BOYS VB	WREST- LING
JUNIOR	O/F	O/F	N/F	N/F	O/F	O/F	N	N	O/F	O/F	NF
1	✓•	✓•Y								✓•Y	
2	•Y	✓•Y								✓•Y	
3	✓•Y	✓•Y			Y	•Y			✓•Y	✓•Y	
4	✓•Y	✓•Y			✓Y	•Y			✓•Y	✓•Y	
5		✓•Y								✓Y	
6	✓•Y	✓•Y				✓•Y			✓•Y	✓•	
7	•Y	✓•Y			•Y	✓•Y			✓•Y	✓•Y	
8	✓•	✓				✓				✓	
9	✓•Y	✓•Y			✓•Y	✓•Y			✓•Y	✓•Y	
10		•Y			✓•Y	✓•Y			✓Y	✓•Y	
11		✓				✓•Y			✓•Y	✓•Y	
12	✓•Y	✓•Y			✓•Y	✓•Y			✓•	✓•	
13	✓•Y				✓•Y	✓•Y			✓•Y	✓•Y	
14											
15		✓•Y			✓Y	✓•Y				✓•	
16											
17	✓•				✓•Y	✓•Y			✓•	✓•	
18	•	•			•Y	✓•Y			•	✓•	
19	•	✓•Y			✓	✓•Y			•Y	✓Y	
20	✓•	✓•Y			✓•	✓•Y			✓•Y	✓•Y	
21	•Y					✓•			•	✓•	
22	•Y	✓•Y			✓•Y	✓•Y			✓•Y	✓•Y	
23	✓•Y	✓•Y			✓•Y	✓•Y			•Y	✓•Y	
24	✓•Y	✓•Y				✓•Y			✓•Y	•	
25	✓•Y	✓•Y			•Y				✓•Y	✓•Y	
Participation											
Totals 02/94-02/95	✓=13	✓=18			✓=11	✓=17			✓=14	✓=22	
Totals 02/95-02/96	•=19	•=18			•=11	•=18			•=17	•=20	
Totals 02/96-02/97	Y=13	Y=17			Y=13	Y=17			Y=14	Y=15	
O/F= Offered and Funded			NF = Not Funded		N = Not Offered						

APPENDIX III

Data which reflects Middle School intramural offerings by grade 96/97. The data from 25 schools indicates the following:

- 10 schools offered full programs for boys and girls in Grade 6, 7 & 8
- 10 schools offered limited programs for boys and girls in Grade 6, 7 & 8
- 1 school offered full programs for boys, but only limited programs for girls in Grades 6, 7 & 8
- 1 school offered full programs for boys and girls in Grade 6 & 7 but limited programs for boys & girls in Grade 8
- 1 school offered limited programs for boys and girls in Grade 6 but full programs for boys & girls - Grade 7 & 8
- 1 school offered limited programs for boys and full programs for girls in Grade 6, but full programs for boys and girls in Grade 7 & 8
- 1 school offered no intramural activities

These findings indicate that of the 25 schools surveyed there was only one school where intramural opportunities were fewer for females than for males.

Middle School Intramural Offerings by Grade - 1996-97

SCHOOLS	Grade 6		Grade 7		Grade 8	
	Boys	Girls	Boys	Girls	Boys	Girls
1	L	L	L	L	L	L
2	L	L	L	L	L	L
3	F	F	F	F	F	F
4	L	L	L	L	L	L
5	L	L	L	L	L	L
6	L	L	L	L	L	L
7	L	L	L	L	L	L
8	L	L	F	F	F	F
9	F	F	F	F	F	F
10	F	F	F	F	F	F
11	N	N	N	N	N	N
12	F	F	F	F	L	L
13	F	F	F	F	F	F
14	L	L	L	L	L	L
15	L	L	L	L	L	L
16	F	F	F	F	F	F
17	F	F	F	F	F	F
18	L	F	F	F	F	F
19	F	L	F	L	F	L
20	F	F	F	F	F	F
21	F	F	F	F	F	F
22	L	L	L	L	L	L
23	F	F	F	F	F	F
24	F	F	F	F	F	F
25	L	L	L	L	L	L
	F= 12 L= 12 N= 1	F= 12 L= 12 N= 1	F= 14 L= 10 N= 1	F= 13 L= 11 N= 1	F= 13 L= 11 N= 1	F= 12 L= 12 N= 1

KEY:

F = full program - 4 or more intramural activities
 L = limited program - 3 or fewer intramural activities
 N = intramural activities not offered

APPENDIX IV

Data which reflects physical education instruction, by gender, at the Middle School level was collected for the second time. Tracking this instructional trend resulted from the fact that single gender instruction, in certain physical education programs, would be beneficial to the development of motor skills in females of this age group. The data collected between 02/96 - 02/97 indicates that of 25 schools surveyed:

Grade 6 -

13 schools teach males/females separately

12 schools teach males/females co-ed

Grade 7 -

15 schools teach males/females separately

10 schools teach males/females co-ed

Grade 8 -

15 schools teach males/females separately

10 schools teach males/females co-ed

These findings indicate that at the Middle School level instruction in a single gender environment has increased but could still be improved, and at the Grade 6 level specifically.

MIDDLE SCHOOL PHYS ED INSTRUCTION BY GENDER

SCHOOLS	GRADE 6				GRADE 7				GRADE 8			
	Boys	girls	co-ed	comb	boys	girls	co-ed	comb	boys	girls	co-ed	comb
01	√X	√X			√X	√X			√X	√X		
02			••				••				••	
03	√X	√X		X	√X	√X		X	√X	√X		X
04	√X	√X	o	X	√X	√X	o	X	√X	√X	o	X
05			••				••				••	
06	√X	√X		X	√X	√X		X	√X	√X		X
07			••		X	X	••		X	X	••	
08			••				••				••	
09	√X	√X			√X	√X			√X	√X		X
10			••				••				••	
11	√	√	o		√	√	o		√	√	o	
12			•		√	√	o		√	√	o	
13			••		√	√	o		√	√	o	
14	√X	√X			√X	√X			√X	√X		
15	√X	√X			√X	√X			√X	√X		
16			••				••				••	
17			••				••				••	
18	√X	√X		X	√X	√X			√X	√X		
19	X	X	•		X	X	•		X	X	•	
20	√X	√X		X	√X	√X		X	√X	√X		X
21			••				••				••	
22	√	√	o		√X	√X			√X	√X		X
23	X	X		S	X	X		S	X	X		S
24	√X	√X			√X	√X			√X	√X		
25	X	X		S	X	X		S	X	X		S
TOTAL	12/13	12/13	11/12	2	14/15	14/15	9/12	2	14/15	14/15	9/12	2
'95/'96√=boys/girls separately				'95/'96 S=different combinations				'95/'96 • = co-ed				
'96/'97X=boys/girls separately				'96/'97 X=different combinations				'96/'97 o = co-ed				

Date: 1997 06 05
 To: Chairman and Members of the Program Committee
 From: E. G. Bond, Superintendent of Program
 Re: Implementation of "The Common Curriculum-Grades 1-9" Status Report
 Report: Information/Decision

BACKGROUND

In February 1993, the Ministry of Education and Training released a working document entitled "The Common Curriculum, Grades 1-9" which described the curriculum for the Province of Ontario for Grades 1-9. In January 1994, a report was brought to the Board which summarized this document and presented information regarding plans for its implementation. A second report was brought to the Board in May 1994 in which "The Common Curriculum-Grades 1-9" System Implementation Plan was approved. A third report was brought to the Board in January 1995 which included a draft of the grade 9 Reporting Statements, Learning Outcomes and report cards as well as recommendations regarding Standardized Testing of student performance.

In February 1995 the Ministry released "The Common Curriculum: Policies and Outcomes, Grades 1-9, 1995" which outlines the policies and educational philosophy that form the basis of education for all Ontario students in Grades 1-9. It also describes the knowledge, skills, and values students should develop by the end of Grade 9. A fourth report was brought to the Board in October 1995 which included a summary of the grade 9 program and reporting procedures, summaries of grade 1-8 field test materials and the results of a survey of school use of System-Wide tests. A fifth report was brought to the Board in May 1996 which recommended the use of the Hamilton Board Outcome-Based curriculum and reporting procedures for grades 1-8 beginning September 1996. This recommendation was amended to allow schools to use traditional reporting procedures for the school year 1996-97 while awaiting Ministry direction regarding the provincial student progress report. A sixth report was brought to the Board in February which presented information regarding initiatives that were taking place during the school year 1996-97.

Since the last report to Board the following initiatives have taken place:

- **In-service of grade 1-8 teachers** continues in all areas of study with particular emphasis this year in Language Arts, Mathematics and assessment, evaluation and reporting of student performance in an outcome-based model of program delivery.
- **Implementation of Language Arts/English (Grades 1-8), Mathematics (Grades 1-8), Core French (Grades 4-8) and Advisory Program (Grades 6-8)** has been ongoing during this school year.
- **Field testing of all other areas of study (including: Science, Social Studies, the Arts, Information Skills and Technology, Physical Education and Healthy, Active Living)** has been completed and development teams have used input from teachers to develop curriculum in these areas of study for implementation during the school year 1997-98 (see appendix 1 for summaries of these documents)
- **During this school year there are a variety of Progress Reports for Grades 1-8** being used in the system. Twenty-eight schools are using the new Hamilton Outcome-Based progress report (electronic and/or hard copy versions), 35 schools are using the traditional Hamilton Board progress reports, 7 schools are using school designed progress reports and 7 schools are involved in the Ministry's field test of the outcome-based Provincial Student Progress Report.

- The grade 3 (Language Arts and Mathematics) and grade 6 (Mathematics) **Provincial Reviews** have been completed. System results are expected in the Fall of 1997 and will be reported in accordance with Board policy.
- The third annual **Summer Institute** is being planned for August 29-31, 1997. The focus will be a wide variety of in-service sessions for teachers to help them prepare for the continuing changes in program, assessment and reporting. More than 100 of our teachers have already registered for this institute.
- The **Elementary Student Achievement Profile (ESAP)** software which allows efficient tracking of student performance on all learning outcomes has been extensively field tested and in-serviced during this school year. This program allow teachers to quickly access records of individual and class performance, record student performance during the school year, and produce up-to-date Progress Reports for parents. This software allows quick, accurate analysis of overall student performance in a school and the system to allow for the allocation of resources where most needed.
- The Common Curriculum Steering Committee has continued to meet monthly, has received input from various constituent groups and brings forward the recommendations in this report.

ISSUE

To present to the trustees an update regarding the implementation of "The Common Curriculum-Grades 1-9" and to determine trustee approval for the recommendations of the Common Curriculum Steering Committee.

RECOMMENDATIONS

1. That the status report on the implementation of the Common Curriculum be received for information.
2. Recommendation re: **1997-98 Progress Reports (Grades 1-8)**. If the Ministry of Education and Training mandates, recommends or makes available a variety of province-wide reports, the Hamilton Board of Education shall adopt for all schools the alternative that allows the inclusion of "Reporting Statements" or "Strands" at each grade level. If there is no province-wide report available, the current Hamilton outcome-based report be expanded to include "Reporting Statements" for all areas of study for grades 1-8 and be used in all schools.
3. Recommendation re: **Reporting Schedule for 1997-98 (Grades 1-8)**. That the following reporting schedule be used in all schools:

November:	Interim anecdotal report sent to all parents indicating the student's strengths, weaknesses and action plans to address areas of concern.
January:	Formal outcome-based report to all parents.
March:	Interim anecdotal report sent to all parents of students who are continuing to have difficulty meeting grade level expectations.
June:	Formal outcome-based report to all parents.
4. Recommendation re: **Implementation of the Elementary Student Achievement Profile**. That the ESAP software be available to all schools immediately, in-service programs and services be continued and all schools be encouraged to use ESAP to track student performance on all learning outcomes as soon as possible. ESAP shall be used in all elementary schools to produce all grades 1-8 student progress reports by January 1999.

RATIONALE

These recommendations were made in consultation with the elementary school principals at two meetings held in April and May 1997.

With respect to recommendation 2, during the current school year there has been a variety of **Progress Reports for Grades 1-8** used in the system. With the implementation of the outcome-based curriculum in all areas of study beginning in September 1997 it is imperative that teachers be given a consistent outcome-based instrument to report student progress to parents.

With respect to recommendation 3 it is very difficult to accumulate enough student data by November to complete a formal outcome-based progress report. However, teachers will be able to use the November anecdotal report to inform parents of the student's progress. This November report is intended to form the basis of discussions between teacher and parents regarding the individual student's program needs. The March anecdotal report will be used to promote discussions between school staff and parents regarding programming needs of those students who are having difficulty meeting grade level expectations.

With respect to recommendation 4, many schools are already using ESAP to produce progress reports, many other schools are ready to use the program next year while others will need further in-service and support during the school year 1997-98 to be ready for full use of the computer software by September 1998.

APPENDICES

1. Outcome-Based Curriculum (by area of study)

STANDARD

The following information is for your information only. It is not intended to be used as a basis for any action.

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The following information is for your information only. It is not intended to be used as a basis for any action.

Science, Personal and Social Studies – Grade 1

Reporting Statements & Learning Outcomes

- G.1.1 Develops an awareness of self and others in an interactive society.** *p. 1 – 2*
G.1.1.1 Examines personal attributes, experiences and goals.
G.1.1.2 Identifies and demonstrates respect for the similarities and the uniqueness of others. *p. 3 – 6*
- G.1.2 Demonstrates responsible decision-making skills.**
G.1.2.1 Demonstrates good choices related to personal health and safety.
G.1.2.2 Applies social skills in different situations.
G.1.2.3 Identifies and accepts the consequences for personal behaviour.
G.1.2.4 Applies a problem-solving model to achieve personal or group goals. *p. 7 – 11*
- G.1.3 Recognizes and respects geographical, historical and cultural influences in Canadian society.**
G.1.3.1 Describes how people contribute to Canadian society.
G.1.3.2 Investigates the geography of the community.
G.1.3.3 Examines the interdependence between communities.
G.1.3.4 Respects the opinions, beliefs and values of others.
G.1.3.5 Examines individual rights and responsibilities within a group. *p. 12 – 15*
- G.1.4 Identifies and examines ways in which people's health and lives are affected by systems.**
G.1.4.1 Recognizes connections between the natural world, individuals and groups.
G.1.4.2 Examines the relationships between individuals and systems. (ie agriculture, business)
G.1.4.3 Identifies and examines patterns in daily life.
G.1.4.4 Examines the impact of personal decisions on systems. (ie human body, environment) *p. 16 – 19*
- G.1.5 Explores and applies fundamental scientific ideas and principles.**
G.1.5.1 Identifies, describes, classifies living and/or non-living things.
G.1.5.2 Investigates the properties and uses of energy.
G.1.5.3 Investigates the properties and states of matter.
G.1.5.4 Investigates the uses of manipulative materials, tools and equipment. *p. 20 – 21*
- G.1.6 Locates, processes and communicates scientific information.**
G.1.6.1 Gathers, records, interprets data from a variety of sources.
G.1.6.2 Questions and pursues answers through scientific methods (e.g. observation, inquiry, research).

Functioning in the Age of Information

see "Information Skills and Technology" (Common Curriculum, 1995)

Science, Personal and Social Studies – Grade 2

Reporting Statements & Learning Outcomes

- p. 1 – 2*
- G.2.1 Develops an awareness of self and others in an interactive society.**
 G.2.1.1 Examines personal attributes, experiences and goals.
 G.2.1.2 Identifies and demonstrates respect for the similarities and the uniqueness of others.
- p. 3 – 6*
- G.2.2 Demonstrates responsible decision-making skills.**
 G.2.2.1 Demonstrates good choices related to personal health and safety.
 G.2.2.2 Applies social skills in different situations.
 G.2.2.3 Identifies and accepts the consequences for personal behaviour.
 G.2.2.4 Applies a problem-solving model to achieve personal or group goals.
- p. 7 – 11*
- G.2.3 Recognizes and respects geographical, historical and cultural influences in Canadian society.**
 G.2.3.1 Describes how people contribute to Canadian society.
 G.2.3.2 Investigates the geography of the community.
 G.2.3.3 Examines the interdependence between communities.
 G.2.3.4 Respects the opinions, beliefs and values of others.
 G.2.3.5 Examines individual rights and responsibilities within a group.
- p. 12 – 15*
- G.2.4 Identifies and examines ways in which people's health and lives are affected by systems.**
 G.2.4.1 Recognizes connections between the natural world, individuals and groups.
 G.2.4.2 Examines the relationships between individuals and systems. (ie agriculture, business)
 G.2.4.3 Identifies and examines patterns in daily life.
 G.2.4.4 Examines the impact of personal decisions on systems. (ie human body, environment)
- p. 16 – 19*
- G.2.5 Explores and applies fundamental scientific ideas and principles.**
 G.2.5.1 Identifies, describes, classifies living and/or non-living things.
 G.2.5.2 Investigates the properties and uses of energy.
 G.2.5.3 Investigates the properties and states of matter.
 G.2.5.4 Investigates the uses of manipulative materials, tools and equipment.
- p. 20 – 21*
- G.2.6 Locates, processes and communicates scientific information.**
 G.2.6.1 Gathers, records, interprets data from a variety of sources.
 G.2.6.2 Questions and pursues answers through scientific methods (e.g. observation, inquiry, research).

Functioning in the Age of Information

see "Information Skills and Technology" (Common Curriculum, 1995)

Science, Personal and Social Studies – Grade 3

Reporting Statements & Learning Outcomes

- p. 1 – 2*
- G.3.1 Develops an awareness of self and others in an interactive society.**
G.3.1.1 Examines personal attributes, experiences and goals.
G.3.1.2 Identifies and demonstrates respect for the similarities and the uniqueness of others.
- p. 3 – 6*
- G.3.2 Demonstrates responsible decision-making skills.**
G.3.2.1 Demonstrates good choices related to personal health and safety.
G.3.2.2 Applies social skills in different situations.
G.3.2.3 Identifies and accepts the consequences for personal behaviour.
G.3.2.4 Applies a problem-solving model to achieve personal or group goals.
- p. 7 – 11*
- G.3.3 Recognizes and respects geographical, historical and cultural influences in Canadian society.**
G.3.3.1 Describes how people contribute to Canadian society.
G.3.3.2 Investigates the geography of the community.
G.3.3.3 Examines the interdependence between communities.
G.3.3.4 Respects the opinions, beliefs and values of others.
G.3.3.5 Examines individual rights and responsibilities within a group.
- p. 12 – 15*
- G.3.4 Identifies and examines ways in which people's health and lives are affected by systems.**
G.3.4.1 Recognizes connections between the natural world, individuals and groups.
G.3.4.2 Examines the relationships between individuals and systems. (ie agriculture, business)
G.3.4.3 Identifies and examines patterns in daily life.
G.3.4.4 Examines the impact of personal decisions on systems. (ie human body, environment)
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- G.3.5 Explores and applies fundamental scientific ideas and principles.**
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- p. 20 – 21*
- G.3.6 Locates, processes and communicates scientific information.**
G.3.6.1 Gathers, records, interprets data from a variety of sources.
G.3.6.2 Questions and pursues answers through scientific methods (e.g. observation, inquiry, research).

Functioning in the Age of Information

see "Information Skills and Technology" (Common Curriculum, 1995)

Reporting Statements and Learning Outcomes

Physical Education - Grades 1, 2 & 3

P.3.6 Identifies risks and applies safe practices to a healthy active life.

P.3.6.1 Identifies potential safety risks inherent in the environment.

P.3.7 Participates daily in a balanced instructional program of physical activities.

P.3.7.1 Describes the value of daily physical activity as part of personal well being.

P.3.7.2 Actively participates in a quality daily instructional program consisting of dance, movement activities, gymnastics, individual and group activities, fitness, outdoor activities, recreational activities, aquatic activities where facilities and expertise exist.

P.3.7.3 Demonstrates fair play and respect for others during physical activities.

P.3.7.4 Relates participation in physical activity to opportunities for one or more of the following: enjoyment, self expression, social interaction, or challenge.

P.3.8 Maintains a level of physical fitness appropriate for healthy active living.

P.3.8.1 Recognises the benefits of physical fitness and healthy active living.

P.3.8.2 Implements an action plan for active living.

P.3.8.3 Participates in various physical activities which maintain or improve physical fitness and active living.

P.3.9 Demonstrates competency in movement skills that enable daily participation in a variety of physical activities.

P.3.9.1 Demonstrates competency in movement skills.

P.3.9.2 Uses the principles of movement to acquire movement skills.

P.3.9.3 Uses a variety of learning strategies in the development of movement skills.

Reporting Statements and Learning Outcomes**Physical Education - Grades 4, 5 & 6****P.6.6 Identifies risks and applies safe practices to lead a healthy active life.**

P.6.6.1 Identifies potential safety risks inherent in the environment.

P.6.7 Participates daily in a balanced instructional program of physical activities.

P.6.7.1 Describes the factors which motivate participation in daily physical activity.

P.6.7.2 Actively participates in a quality daily instructional program consisting of dance, movement activities, gymnastics, individual and group activities, fitness, outdoor activities, recreational activities, aquatic activities where facilities and expertise exist.

P.6.7.3 Demonstrates fair play and respect for others during physical activities.

P.6.7.4 Relates participation in physical activity to opportunities for one of the following: enjoyment, self expression, social interaction or challenge.

P.6.8 Maintains a level of physical fitness appropriate for healthy active living.

P.6.8.1 Identifies the components and benefits of physical fitness and healthy active living.

P.6.8.2 Implements an action plan for active living.

P.6.8.3 Achieves and maintains appropriate levels of physical fitness through active living.

P.6.9 Demonstrates competency in movement skills that enable daily participation in a variety of physical activities.

P.6.9.1 Demonstrates competency in movement skills in a variety of activities.

P.6.9.2 Uses the principles of movement to refine movement skills.

P.6.9.3 Uses a variety of learning strategies in the development of movement skills.

Reporting Statements and Learning Outcomes

Physical Education - Grades 7, 8 & 9

P.9.6 Identifies risks and applies safe practices to lead a healthy active life.

P.9.6.1 Applies injury prevention procedures to prevent risks of injury.

P.9.7 Participates daily in a balanced instructional program of physical activities.

P.9.7.1 Describes the factors which motivate participation in daily physical activity.

P.9.7.2 Actively participates in a quality daily instructional program consisting of dance, movement activities, gymnastics, individual and group activities, recreational activities, aquatic activities where facilities and expertise exist.

P.9.7.3 Demonstrates fair play and respect for others during physical activities.

P.9.7.4 Relates participation in physical activity to opportunities for one or more of the following: enjoyment, self expression, social interaction, challenge.

P.9.8 Maintains a level of physical fitness appropriate for healthy active living.

P.9.8.1 Analyses the components and benefits of physical fitness and healthy active living.

P.9.8.2 Develops and implements an action plan for physical fitness and active living.

P.9.8.3 Achieves and maintains appropriate levels of physical fitness.

P.9.9 Demonstrates competency in movement skills that enable daily participation in a variety of physical activities.

P.9.9.1 Demonstrates competency in combining movement skills in a variety of contexts.

P.9.9.2 Uses the principle of movement to apply movement skills in a variety of physical activities.

P.9.9.3 Uses a variety of learning strategies in the development of movement skills.

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Computer and Information Technology

~ Reporting Statements and Learning Outcomes ~
Grade, 1 - 3

Fundamental Computer Skills

K.1.1	Demonstrates an understanding of fundamental computer skills.
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- K.1.1.1 Demonstrates appropriate keying skills. (L21) (P4)
- K.1.1.2 Operates a variety of computer programs. (P41)
- K.1.1.3 Utilizes standard technology-related vocabulary. (L2) (L4) (L13)

Information Skills using Technology

K.1.2	Accesses, processes, communicates, and evaluates information using technology.
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- K.1.2.1 Identifies an information need and employs technological resources to collect data. (A19) (L6) (L8) (L9) (L11) (L20) (M29) (M30) (M34) (P41) (P43) (P44) (S9) (S10)
- K.1.2.2 Manages, analyzes, and organizes data. (A26) (L6) (L8) (L9) (L11) (L20) (L23) (L25) (M35) (P41) (P42) (P44) (P45) (S9) (S10) (S13) (S14) (S17) (S18)
- K.1.2.3 Communicates information using technology. (A26) (A29) (L1) (L13) (L14) (L16) (L21) (L31) (P41) (P43) (P44) (S7) (S9) (S13) (S14) (S18) (S19)
- K.1.2.4 Evaluates information for relevancy, bias, and ethical/legal issues. (L23) (L24) (M31) (M32) (P39) (P42) (S20)
- K.1.2.5 Identifies the impact of information technology on self and society. (A5) (L20) (M27) (M43) (P10) (P11) (P47) (S18)

Computer and Information Technology

~ Reporting Statements and Learning Outcomes ~

Grade, 4 - 9

Fundamental Computer Skills

K.1.1	Demonstrates an understanding of fundamental computer skills.
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- | | |
|---------|--|
| K.1.1.1 | Demonstrates appropriate keying skills. (L21) (P4) |
| K.1.1.2 | Operates a variety of computer programs. (P41) |
| K.1.1.3 | Utilizes standard keying formats. (L13) |

Information Skills using Technology

K.1.2	Accesses, processes, communicates, and evaluates information using technology.
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- | | |
|---------|---|
| K.1.2.1 | Identifies an information need and employs technological resources to collect data. (A19) (L6) (L8) (L9) (L11) (L20) (M29) (M30) (M34) (P41) (P43) (P44) (S9) (S10) |
| K.1.2.2 | Manages, analyzes, and organizes data. (A26) (L6) (L8) (L9) (L11) (L20) (L23) (L25) (M35) (P41) (P42) (P44) (P45) (S9) (S10) (S13) (S14) (S17) (S18) |
| K.1.2.3 | Communicates information using technology. (A26) (A29) (L1) (L13) (L14) (L16) (L21) (L31) (P41) (P43) (P44) (S7) (S9) (S13) (S14) (S18) (S19) |
| K.1.2.4 | Evaluates information for relevancy, bias, and ethical/legal issues. (L23) (L24) (M31) (M32) (P39) (P42) (S20) |
| K.1.2.5 | Identifies the impact of information technology on self and society. (A5) (L20) (M27) (M43) (P10) (P11) (P47) (S18) |

THE ARTS 1-3**A.1.1. Experiences the creative process in the Arts.**

- 1 demonstrates ability to work with others. (A19)
- 2 uses personal and cultural experiences as subject matter. (A21, 22, 24, 29)
- 3 uses some types of technology in creative activities. (A26)
- 4 uses tools and materials safely. (A27)
- 5 uses arts projects to explore environmental topics. (A28)
- 6 uses symbols to represent sounds. (A23) (A.1.1.6 is applicable to music)

A.1.2. Responds to the Arts.

- 1 describes how the Arts affect people's emotions.
- 2 uses appropriate terms when communicating responses to the Arts.
- 3 identifies how the Arts are created and shared.
- 4 identifies how the Arts contribute to school and learning.
- 5 identifies how the Arts connect to the community.
- 6 describes own progress in the Arts.

THE ARTS 4-6**A.4.1. Experiences the creative process in the Arts.**

- 1 uses personal ideas when creating in the Arts. (A19, 29)
- 2 uses appropriate techniques when producing/performing. (A21, 22, 24)
- 3 uses technology when creating/performing. (A26)
- 4 translates sounds into symbols. (A23) (A.4.1.6. is applicable to music)
- 5 participates safely in Arts activities. (A25, 27)
- 6 creates art works focused on environmental issues. (A28)

A.4.2. Communicates responses to the Arts.

- 1- describes how the Arts affect people's behaviour.
- 2 communicates a personal response to Arts works.
- 3 compares and contrasts a variety of Art styles, techniques and media.
- 4 identifies some examples of stereotyping in the Arts.
- 5 identifies how the Arts contribute to learning, the community, and career goals.
- 6 describes own progress in the Arts.

THE ARTS 7-8

A.7.1. Experiences the creative process in the Arts.

- 1 selects and uses appropriate materials to plan/produce/present in the Arts. (A21, 22, 24)
- 2 uses technology to plan and produce in the Arts. (A26)
- 3 works safely in the Arts. (A25, 27)
- 4 incorporates materials from many cultures into art works. (A29)
- 5 creates complex art works that explore environmental concerns. (A28)

A.7.2. Responds to form, function and meaning in the Arts.

- 1 analyses the impact of own and others' Arts works.
- 2 begins to suggest factors that influence the development of culture.
- 3 uses the Arts across the curriculum.
- 4 explains how the skills developed in the Arts contribute to the community.
- 5 demonstrates self-knowledge when participating in Arts activities.

SOCIAL STUDIES-Grade 4

SS.4.1. Understands and applies social studies concepts.

- 1 Explores relationships between people and the physical environment.
- 2 Explores relationships between people and the social environment.
- 3 Explores relationships among people.
- 4 Explores relationships between technology and the environment (social, physical).

SS.4.2. Acquires, processes and communicates information.

- 1 Acquires information from a variety of sources (print, non-print, including electronic).
- 2 Processes information using a variety of formats.
- 3 Communicates information using a variety of processes and products.

SOCIAL STUDIES-Grade 5

SS.5.1. Understands and applies social studies concepts.

- 1 Explores relationships between people and the physical environment.
- 2 Explores relationships between people and the social environment.
- 3 Explores relationships among people.
- 4 Explores relationships between technology and the environment (social, physical).

SS.5.2. Acquires, processes and communicates information.

- 1 Acquires information from a variety of sources (print, non-print, including electronic).
- 2 Processes information using a variety of formats.
- 3 Communicates information using a variety of processes and products.

NOW YOU'RE IN BUSINESS

This unit must be included in all Grade 5 Social Studies Programs.

SS.5.3. Uses and analyzes information to make responsible decisions as a consumer.

- 1 Understands how manufacturers use elements in commercials to influence consumer choices.
- 2 Understands how manufacturers match products with appropriate TV viewing audiences.
- 3 Uses strategies to gather information to make wise consumer choices.
- 4 Understands that all people have legal rights and obligations.
- 5 Identifies and describes actions consumers can take to influence their buying decisions.

SS.5.4. Plans, implements, and evaluates an entrepreneurial venture.

- 1 Identifies a product or service needed within the school, markets it, and evaluates the experience.

SOCIAL STUDIES-Grade 6

SS.6.1. Understands and applies social studies concepts.

- 1 Explores relationships between people and the physical environment.
- 2 Explores relationships between people and the social environment.
- 3 Explores relationships among people.
- 4 Explores relationships between technology and the environment (social, physical).

SS.6.2. Acquires, processes and communicates information.

- 1 Acquires information from a variety of sources (print, non-print, including electronic).
- 2 Processes information using a variety of formats.
- 3 Communicates information using a variety of processes and products.

Social Studies - Grade 7

SS7.1 Understands and applies the concepts of time, continuity, and change.

- 1 Describes the nature of change and its potential for improving life.
- 2 Analyses the interrelationships among resources, people, and products of the world.

SS7.2 Demonstrates an understanding of responsible citizenship.

- 1 Promotes environmental and social awareness and responsible behaviour in the school and community.
- 2 Analyses issues that relate to Canada's future as a nation.

SS7.3 Understands Canada's relationship with the global community.

- 1 Analyses the ways in which diverse groups contribute to the development of Canada.
- 2 Assesses the impact of global socio-economic, environmental, and historical factors on Canada.

SS7.4 Understands the concepts of people and environments.

- 1 Examines relationships between people and the physical environment.
- 2 Examines relationships between people and the social environment.

SS7.5 Acquires, processes, and communicates information.

- 1 Acquires information from print, non-print, and electronic sources.
- 2 Processes information from a variety of formats.
- 3 Communicates information using a variety of processes and products.

SS7.6 Demonstrates positive attitude and effort.

- 1 Accepts responsibility for learning.
- 2 Participates in classroom routines and co-operative learning.
- 3 Demonstrates respect for self and others.

Social Studies - Grade 8

- SS8.1 Understands and applies the concepts of time, continuity, and change.**
- 1 Describes the nature of change and its potential for improving life.
 - 2 Analyses the interrelationships among resources, people, and products of the world.
- SS8.2 Demonstrates an understanding of responsible citizenship.**
- 1 Promotes environmental and social awareness and responsible behaviour in the school and community.
 - 2 Analyses issues that relate to Canada's future as a nation.
- SS8.3 Understands Canada's relationship with the global community.**
- 1 Analyses the ways in which diverse groups contribute to the development of Canada.
 - 2 Assesses the impact of global socio-economic, environmental, and historical factors on Canada.
- SS8.4 Understands the concepts of people and environments.**
- 1 Examines relationships between people and the physical environment.
 - 2 Examines relationships between people and the social environment.
- SS8.5 Acquires, processes, and communicates information.**
- 1 Acquires information from print, non-print, and electronic sources.
 - 2 Processes information from a variety of formats.
 - 3 Communicates information using a variety of processes and products.
- SS8.6 Demonstrates positive attitude and effort.**
- 1 Accepts responsibility for learning.
 - 2 Participates in classroom routines and co-operative learning.
 - 3 Demonstrates respect for self and others.

Reporting Statements and Learning Outcomes

Science – Grades 4 & 5

- S.J.1. Locates, processes and communicates scientific information.**
 - S.J.1.1 Gathers, records and interprets data from a wide variety of sources.
 - S.J.1.2 Organizes and shares information using a variety of methods, technologies and models.
 - S.J.1.3 Asks questions and pursues answers through observation, inquiry and research.
 - S.J.1.4 Recognizes and understands the contributions of scientists, especially Canadians.

- S.J.2. Investigates science problems experimentally.**
 - S.J.2.1 Uses the scientific method to solve a problem.
 - S.J.2.2 Safely uses a variety of tools, equipment and substances.

- S.J.3. Applies scientific knowledge and skills.**
 - S.J.3.1 Uses and evaluates scientific models and theories.
 - S.J.3.2 Analyzes products, processes and systems using scientific laws, principles and skills.
 - S.J.3.3 Identifies the relationship between various technologies and their underlying scientific principles.
 - S.J.3.4 Makes accurate measurements and calculations.

- S.J.4. Makes decisions on issues using scientific principles.**
 - S.J.4.1 Investigates and makes decisions about personal, societal and environmental problems.
 - S.J.4.2 Evaluates a variety of perspectives before making judgments.

- S.J.5. Demonstrates positive attitude and effort.**
 - S.J.5.1 Participates and co-operates responsibly.

Reporting Statements and Learning Outcomes**Science – Grades 6****S.6.1. Locates, processes and communicates scientific information.**

- S.6.1.1 Gathers, records and interprets data from a wide variety of sources.
- S.6.1.2 Organizes and shares information using a variety of methods, technologies and models.
- S.6.1.3 Asks questions and pursues answers through observation, inquiry and research.
- S.6.1.4 Recognizes and understands the contributions of scientists, especially Canadians.

S.6.2. Investigates science problems experimentally.

- S.6.2.1 Uses the scientific method to solve a problem.
- S.6.2.2 Safely uses a variety of tools, equipment and substances.

S.6.3. Applies scientific knowledge and skills.

- S.6.3.1 Uses and evaluates scientific models and theories.
- S.6.3.2 Analyzes products, processes and systems using scientific laws, principles and skills.
- S.6.3.3 Identifies the relationship between various technologies and their underlying scientific principles.
- S.6.3.4 Makes accurate measurements and calculations.

S.6.4. Makes decisions on issues using scientific principles.

- S.6.4.1 Investigates and makes decisions about personal, societal and environmental problems.
- S.6.4.2 Evaluates a variety of perspectives before making judgments.

S.6.5. Demonstrates positive attitude and effort.

- S.6.5.1 Participates and co-operates responsibly.

Reporting Statements and Learning Outcomes

Science and Design – Grades 7 & 8

- S.T.1. Locates, processes and communicates scientific information.**
 - S.T.1.1 Gathers, records and interprets data from a wide variety of sources.
 - S.T.1.2 Organizes and shares information using a variety of methods, technologies and models.
 - S.T.1.3 Asks questions and pursues answers through observation, inquiry and research.
 - S.T.1.4 Recognizes and understands the contributions of scientists, especially Canadians.

- S.T.2. Investigates science problems experimentally.**
 - S.T.2.1 Uses the scientific method to solve a problem.
 - S.T.2.2 Safely uses a variety of tools, equipment and substances.

- S.T.3. Applies scientific knowledge and skills.**
 - S.T.3.1 Uses and evaluates scientific models and theories.
 - S.T.3.2 Analyzes products, processes and systems using scientific laws, principles and skills.
 - S.T.3.3 Identifies the relationship between various technologies and their underlying scientific principles.
 - S.T.3.4 Makes accurate measurements and calculations.

- S.T.4. Makes decisions on issues using scientific principles.**
 - S.T.4.1 Investigates and makes decisions about personal, societal and environmental problems.
 - S.T.4.2 Evaluates a variety of perspectives before making judgments.

- S.T.5. Creates a product plan using the design process.**
 - S.T.5.1 Creates a product plan using the design process.
 - S.T.5.2 Fabricates a product that meets function and aesthetic requirements.
 - S.T.5.3 Assesses and evaluates the product on an on-going basis.

HEALTHY ACTIVE LIVING GRADE 4

NUTRITION

- H.4.1 Understands that making wise food choices contributes to healthy living.**
H.4.1.1 Understands Canada's Food Guide to Healthy Eating.
H.4.1.2 Understands the need for safe food handling.

SAFETY

- H.4.2 Identifies risks and applies safe practices to lead a healthy, active life.**
H.4.2.1 Identifies environmental hazards to personal health.
H.4.2.2 Understands and avoids potential safety risks in the play environment.

SUBSTANCE USE AND ABUSE

- H.4.3 Recognizes the risks of substance use and abuse.**
H.4.3.1 Understands the use and abuse of helpful and harmful drugs.
H.4.3.2 Reads and follows labels for prescription and non-prescription drugs.

GROWTH AND SEXUALITY

- H.4.4 Recognizes the relationship between growth and good health.**
H.4.4.1 Recognizes somatotypes (body types).
H.4.4.2 Explains the respiratory system and its function.
H.4.4.3 Understands and respects own and others personal body space.
H.4.4.4 Identifies infectious diseases and lists preventative measures for avoidance of common cold and influenza.

HEALTHY RELATIONSHIPS

- H.4.5 Applies skills to establish and maintain healthy relationships.**
H.4.5.1 Examines the relationship in one's life.
H.4.5.2 Identifies positive and negative conflict and stress within various relationships.
H.4.5.3 Understands that conflict is a normal part of everyday life.
H.4.5.4 Learns that conflict can be resolved in a nonviolent way.

HEALTHY ACTIVE LIVING GRADE 5

NUTRITION

H.5.1 Understands that making wise food choices contributes to healthy living.

- H.5.1.1 Lists six basic nutrient groups.
- H.5.1.2 Develops a rationale for food groups.
- H.5.1.3 Understands the simple functions of the nutrient groups.

SAFETY

H.5.2 Identifies risks and applies safe practices to lead a healthy, active life.

- H.5.2.1 Identifies environmental hazards to personal health.
- H.5.2.2 Understands and avoids potential safety risks in the play environment, home and school.

SUBSTANCE USE AND ABUSE

H.5.3 Recognizes the risks of substance use and abuse.

- H.5.3.1 Uses a variety of strategies to deal with peer pressure in situations pertaining to substance use and abuse.
- H.5.3.2 Identifies short and long term effects of caffeine, inhalants, and solvents.
- H.5.3.3 Examines the laws governing the use of caffeine, inhalants, and solvents.

GROWTH AND SEXUALITY

H.5.4 Recognizes the relationship between growth and good health.

- H.5.4.1 Identifies body types.
- H.5.4.2 Explains the cardio-vascular system and its function.
- H.5.4.3 Describes physical changes associated with puberty (male/female reproductive systems) including menstruation.
- H.5.4.4 Understands and practices proper grooming and hygiene

HEALTHY RELATIONSHIPS

H.5.5 Applies skills to establish and maintain healthy relationships.

- H.5.5.1 Identifies positive characteristics of one's self.
- H.5.5.2 Develops a model for problem solving and conflict resolution.
- H.5.5.3 Develops problem solving skills to identify at risk situations and maintain personal safety.

HEALTHY ACTIVE LIVING GRADE 6

NUTRITION

- H.6.1 Understands that making wise food choices contributes to healthy living.**
- H.6.1.1 Selects and uses healthy eating choices.
 - H.6.1.2 Distinguishes between healthy and unhealthy fast food and snack choices.
 - H.6.1.3 Analyzes information on simple food labels.

SAFETY

- H.6.2 Identifies risks and applies safe practices to lead a healthy, active life.**
- H.6.2.1 Identifies environmental hazards to personal health.
 - H.6.2.2 Understands and avoids potential safety risks in the play environment, home and school.

SUBSTANCE USE AND ABUSE

- H.6.3 Recognizes the risks of substance use and abuse.**
- H.6.3.1 Uses a variety of strategies to deal with peer pressure in situations pertaining to substance use and abuse.
 - H.6.3.2 Identifies short and long term effects of smoking (tobacco).
 - H.6.3.3 Examines the laws governing the use of tobacco.
 - H.6.3.4 Identifies government agencies that provide services pertaining to smoking.

GROWTH AND SEXUALITY

- H.6.4 Recognizes the relationship between growth and good health.**
- H.6.4.1 Recognizes how personal body image affects self esteem.
 - H.6.4.2 Relates body system functions (heart and lungs) to healthy living.
 - H.6.4.3 Explains the social, physical, and emotional changes associated with puberty.
 - H.6.4.4 Reviews menstruation, ovulation, and the fertilization process.
 - H.6.4.5 Distinguishes between non-communicable and communicable diseases and explains how immunization contributes to good health.

HEALTHY RELATIONSHIPS

- H.6.5 Applies skills to establish and maintain healthy relationships.**
- H.6.5.1 Recognizes positive characteristics in others.
 - H.6.5.2 Lists and identifies pressures associated with various relationships.
 - H.6.5.3 Uses the "I.D.E.A.L." model for problem solving and conflict resolution.
 - H.6.5.4 Develops strategies for avoiding and preventing potentially dangerous relationships.

HEALTHY ACTIVE LIVING GRADE 7

NUTRITION

H.7.1 Understands that making wise food choices contributes to healthy living.

- H.7.1.1 Examines factors that influence body weight.
- H.7.1.2 Understands caloric/energy balance.
- H.7.1.3 Analyzes personal diet.

SAFETY

H.7.2 Identifies risks and applies safe practices to lead a healthy, active life.

- H.7.2.1 Identifies proper strategies for caring for younger children.
- H.7.2.2 Understands and avoids potential safety risks in the play environment, home and school.

SUBSTANCE USE AND ABUSE

H.7.3 Recognizes the risks of substance use and abuse.

- H.7.3.1 Uses a variety of strategies to deal with peer pressure in situations pertaining to substance use and abuse.
- H.7.3.2 Identifies short and long term effects of alcohol.
- H.7.3.3 Examines the laws governing the use of alcohol.
- H.7.3.4 Identifies government agencies that provide services pertaining to alcohol.

GROWTH AND SEXUALITY

H.7.4 Recognizes the relationship between growth and good health.

- H.7.4.1 Explores the potential for changing one's self.
- H.7.4.2 Identifies factors contributing to diseases related to the heart and lungs.
- H.7.4.3 Reviews reproductive systems of the male and female.
- H.7.4.4 Recognizes the stages of pregnancy.
- H.7.4.5 Explains the role of bacteria and viruses in the transmission of disease.

HEALTHY RELATIONSHIPS

H.7.5 Applies skills to establish and maintain healthy relationships.

- H.7.5.1 Appreciates why and how relationships change as an individual grows and develops.
- H.7.5.2 Develops strategies to maintain a feeling of competence including responsibility for decision making.
- H.7.5.3 Develops strategies for dealing with harassment and inappropriate touch.

HEALTHY ACTIVE LIVING GRADE 8

NUTRITION

H.8.1 Understands that making wise food choices contributes to healthy living.

- H.8.1.1 Investigates the role that media plays on eating habits and body image.
- H.8.1.2 Identifies eating disorders.

SAFETY

H.8.2 Identifies risks and applies safe practices to lead a healthy, active life.

- H.8.2.1 Understands and avoids potential safety risks in the play environment, home and school.
- H.8.2.2 Identifies environmental hazards to personal health.

SUBSTANCE USE AND ABUSE

H.8.3 Recognizes the risks of substance use and abuse.

- H.8.3.1 Uses a variety of strategies to deal with peer pressure in situations pertaining to substance use and abuse.
- H.8.3.2 Identifies short and long term effects of illegal drugs (cocaine, hallucinogens, LSD, steroids, heroin, etc....) and examines the laws governing the use of illegal drugs.
- H.8.3.3 Identifies government agencies that provide services pertaining to illegal drugs.

GROWTH AND SEXUALITY

H.8.4 Recognizes the relationship between growth and good health.

- H.8.4.1 Examines the factors that contribute to the maintenance of desired body type.
- H.8.4.2 Identifies and understands the methods of birth control.
- H.8.4.3 Recognizes peer pressure related to sexual activity and develops strategies for decision making and problem solving.
- H.8.4.4 Describes characteristics of Sexually Transmitted Diseases.
- H.8.4.5 Develops an understanding of the facts associated with AIDS.

HEALTHY RELATIONSHIPS

H.8.5 Applies skills to establish and maintain healthy relationships.

- H.8.5.1 Understands the factors that lead to healthy relationships.
- H.8.5.2 Develops and practises personal strategies and coping skills to deal with stress and conflict.
- H.8.5.3 Has knowledge of individual, family, social, and cultural factors that contribute to violence.
- H.8.5.4 Understands the use of power and control in relationships.

THE HISTORY OF THE CITY OF NEW YORK

CHAPTER I

The first settlement in the city of New York was made by the Dutch in 1624. The city was then called New Amsterdam. It was the capital of the Dutch colony of New Netherland. The city was founded by the Dutch West India Company. The city was the center of the Dutch colony. The city was the most important city in the colony. The city was the most important city in the colony.

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CHAPTER II

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CHAPTER III

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CHAPTER IV

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Date: 1997 06 05

To: Chairman and Members
Program Committee

From: E. G. Bond, Superintendent of Program

Re: Textbook and Learning Material Approval as per Circular 14

Report: Information/Decision

BACKGROUND

Circular 14 is an annual publication issued under the Education Act that provides a list of texts approved by the Ministry of Education and Training for use in Ontario schools.

Provision is also made for local selections in those subject or program areas where there is no Circular 14 listing or where supplementary texts or materials or reference books are required. In all cases the selections must be approved by Board resolution.

ISSUE

To provide trustees with information regarding text and learning material requests submitted for use in elementary and secondary schools.

To determine trustee approval of textbooks and learning material selections requested for use in elementary and secondary schools.

RECOMMENDATIONS

That the names of the texts and learning materials as listed be approved for use in elementary and secondary schools and be added to the existing list of texts and learning materials previously approved by the Board of Education for the City of Hamilton.

RATIONALE

The following is the explanation of approval codes (APPR CODE) as listed:

Appr. Code

Explanation

- | | |
|---|---|
| 1 | Ministry's Circular 14 approval or Ministerial Letter of Approval. |
| 2 | Approval under provision "3B" of Circular 14 and the regulations allowing for local option by the Board. e.g.: English Literature, Literature Français, Literature in Modern Languages, The Classics. |
| 3 | Supplementary text/material. e.g.: Drill/Exercise books, kits, lab manuals, readers. |
| 8 | Class-set approval. |
| 9 | Reference book approval (2-10 copies only) including teachers' editions. |

TEXTBOOK PROGRAM SECONDARY SCHOOLS
BOARD RATIFICATION LIST

TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
001 VISUAL ARTS							
PHOTOGRAPHY IN FOCUS	COPP CLARK LONGMAN	TEXT	3		CCP 1995	25.00	24661
002 BUSINESS STUDIES							
ACCOUNTING 1	PRENTICE-HALL CANADA	TEXT	3		PRH 1993	42.00	24760
BUSINESS ENGLISH & COMMUNICATION	MCGRAW-HILL RYERSON	TEXT	3		MHR 1996	48.15	24638
003 COMPUTER STUDIES							
DESIGN WITH DESKTOP PUBLISHING	NELSON CANADA LTD	TEXT	3		NEL	4.95	24190
010 ENGLISH LANGUAGE AND LITERATURE							
BREAKING THROUGH	PRENTICE-HALL CANADA	TEXT	3		1989 PRH	22.75	24679
CONCISE OXFORD DICTIONARY	OXFORD UNIVERSITY PR		9	9TH	OUP 1995	22.00	62455
HANLEY	KITCHENER NEWS CO. L	SIGNET	3		KNC	3.07	25106
JULIUS CAESAR	KITCHENER NEWS CO. L	LONGMAN'S	3		KNC	13.41	25049
MACBETH	KITCHENER NEWS CO. L	SIGNET	3		KNC	3.41	25098
TAMING OF THE SHREW	KITCHENER NEWS CO. L	BANTAM	3		KNC	3.41	25130
016 ENGLISH AS A SECOND LANGUAGE							
CRITICAL READING FOR PROFICIENCY 2	MONARCH BOOKS OF CAN		3		MON 1990	11.00	24893
030 HISTORY							
CANADIAN SOCIETY A CHANGING TAPESTRY	OXFORD UNIVERSITY PR	TEXT	3		OUP 1996	32.50	24588
CANADIANA SCRAPBOOK: CANADIANS AT WAR 1914-1918	PRENTICE-HALL INC	TEXT	3		PRH	15.00	24182
CANADIANA SCRAPBOOK: CANADIANS AT WAR 1939-1945	PRENTICE-HALL INC	TEXT	3		PRH	15.00	24174
CANADIANA SCRAPBOOK: THE DEPRESSION YEARS: CANADA 1	PRENTICE-HALL INC	TEXT	3		PRH	15.00	24158
050 LANGUAGE: CORE PROGRAM							
DESTINATIONS 3	COPP CLARK LONGMAN	TEXT	3		CCL 1992	21.95	24604
057 FRENCH IMMERSION							
COMMUNICATIONS D'AFFAIRES	EDITIONS DE LA CHENE	TEXT	3	2ND	CHE 1996	35.96	24554
LE FRANCAIS, LANGUE DES AFFAIRES	EDITIONS DE LA CHENE	TEXT	3	3RD	CHE 1996	36.86	24521

T E X T T I T L E

P U B L I S H E R MATERIAL TYPE APPR CODE EDITION ORIGINAL PUBLISHER ORDER PRICE TEXT NUMBER

057 FRENCH IMMERSION

RECUEIL DE DIFFICULTES DU FRANCAIS COMMERCIAL

EDITIONS DE LA CHENE

3

24.26

24513

060 MATHEMATICS

MATHEMATICS FOR A MODERN WORLD BK2

GAGE DISTRIBUTION CO

3

36.95

17285

080 SCIENCE

UNDERSTANDING BIOLOGY OAC

MCGRAW-HILL RYERSON

3

81.55

14092

090 TECHNOLOGICAL STUDIES

CONTEMPORARY LIVING

GENERAL DISTRIBUTION

3

US \$

45.28

25148

ENGINEERING DESIGN GRAPHICS

ADDISON WESLEY CANAD

3

8TH

73.82

24877

ENGINEERING DRAWING & DESIGN

MCGRAW-HILL RYERSON

3

97.95

24869

102 COMMERCE

LA PRATIQUE DU MANAGEMENT

EDITIONS DE LA CHENE

3

17.95

24208

115 FRANCAIS-LANGUE ET LITTERATURE

MEDIAS A LA UNE

EDITIONS DE LA CHENE

3

31.46

24471

VERS UNE COMPETENCE MEDIATIQUE, DU COMMUNIQUE A LA

CENTRE FRANCO-ONTARI

3

24.95

24216

VERS UNE COMPETENCE MEDIATIQUE, ECRIRE AVEC LA LUM

CENTRE FRANCO-ONTARI

3

24.95

24356

VERS UNE COMPETENCE MEDIATIQUE, LA VOIX DES ONDES

CENTRE FRANCO-ONTARI

3

24.95

24257

VERS UNE COMPETENCE MEDIATIQUE, PLEINS D'IMAGES EN

CENTRE FRANCO-ONTARI

3

24.95

24315

120 GEOGRAPHIE

ATLAS HRW QUEBEC-CANADA-MONDE

LES EDITIONS HRW LTE

3

43.95

24497

130 HISTOIRE

LA LOI: LIBERTES ET DROITS FONDAMENTAUX

IPI PUBLISHING

3

8.95

24414

LE DROIT DANS LE CONTEXTE CANADIEN

IPI PUBLISHING

3

10.95

24455

LE DROIT PENAL

IPI PUBLISHING

3

8.95

24422

145 SCIENCES FAMILIALES

PRINCIPES FONDAMENTAUX DE LA PHYSIQUE: UN COUPS AV

GUERIN EDATEUR LTEE

3

51.21

24380

TITLE	PUBLISHER	MATERIAL TYPE	APPR CODE	EDITION	ORIGINAL PUBLISHER	ORDER PRICE	TEXT NUMBER
INTERACTIONS GR2	PRENTICE-HALL CANADA	PRACTICE B	3		PRH 1993	25.92	24786
INTERACTIONS GR2	PRENTICE-HALL CANADA	TCH RES BI	9		PRH 1993	103.95	24802
INTERACTIONS SP2	PRENTICE-HALL CANADA	ACTIVITY C	3		PRH 1993	32.76 ST	24794
INTERACTIONS GR3	PRENTICE-HALL CANADA	PRACTICE B	3		PRH 1993	51.88	24810
JOURNEYS 1 LEVEL 3	PRENTICE-HALL CANADA	LAP BOOK	3		PRH 1990	34.55	25353
MUSICANADA 2	HARCOURT BRACE & CO.	6 CASSETTE	3		HBJ 1996	165.95	24851
CANADIAN INTERMEDIATE DICTIONARY	GAGE DISTRIBUTION CO		3		GAG 1992	32.95	25221
GAGE JUNIOR DICTIONARY	GAGE DISTRIBUTION CO		3		GAG 1985	31.95	25247
JOURNEYS 1 LEVEL 4 SPRINGROAPDS	PRENTICE-HALL CANADA	LAP BOOK	3		PRH 1990	34.55	25346
NETWORK 4 FLIP FLOPS	NELSON CANADA LTD	ANTHOLOGY	3		NEL	20.75	24992
NETWORKS 4 ZOOM SHOTS	NELSON CANADA LTD	ANTHOLOGY	3		NEL	20.75	25014
NETWORKS 5 RIPOLE EFFECTS	NELSON CANADA LTD	ANTHOLOGY	3		NEL	20.75	25007
GAGE CANADIAN INTERMEDIATE DICTIONARY	GAGE DISTRIBUTION CO		3		GAG 1991	32.95	24695
IMPRESSIONS 7 AT THE WINDOW	HARCOURT BRACE & CO.	ANTHOLOGY	3		HBJ 1996	34.95	24826
CONCISE OXFORD DICTIONARY	OXFORD UNIVERSITY PR		9	9TH	OUP 1995	22.00	62455
FLASHBACK CANADA	OXFORD UNIVERSITY PR	TEXT	3	3RD	OUP 1994	30.00	24729
HEALTH:FOCUS ON YOU T	MCGRAW-HILL RYERSON	TEXT	3		MHR 1995	43.25	25197
HEALTH:FOCUS ON YOU A	MCGRAW-HILL RYERSON	TEXT	3		MHR 1995	43.25	25213

1997 06 05

To: The Chairman and Members
Program Committee

From: P. Gillie, Superintendent - Administrative and Operational Services
S. Green-Gibson, Team Leader, Student Services and Community Linkage

Re: Annual Report on the Environmental Policy

REPORT: INFORMATION

BACKGROUND:

1. The Environmental Policy for the Hamilton Board of Education was approved in October 1990. This flexible policy encourages schools and departments to act as role models in the community supporting 3R strategies to analyze current operations and to create programs that instill environmental awareness and values. This policy recognizes the importance of grass roots involvement to make the application proactive and relevant to the school, office and surrounding neighbourhood.
2. This is the sixth Annual Environmental Report on the advancement of Environmental initiatives to be presented to the Board of Trustees.
3. The Environmental Policy has not been implemented through a direct budget. The S.T.A.R. grant and plant department waste budget continue to be the sources that sustain the restructuring of school and office operational / program practices.
4. The environmental thrusts this past year through the leadership of the Team Leader of Student Services and Community Linkage have been:
 - i) To develop the Watershed Interpretive Centre (W.I.C.) at Elizabeth Bagshaw and to partner with appropriate other agencies. This has been a priority. The Centre has been operative and in its initial stages of development since October 1996. It has been made available to schools for approximately two days per week (Appendix 1). This Centre is unique and it is recommended that Trustees give consideration to the staffing of same.
 - ii) Ongoing partnership with the Bay Area Restoration Council (B.A.R.C.) has resulted in the concept of developing a "Mini H.H.R.A.P." (Hamilton Harbour Remedial Action Plan) called "Watershed Works". This is partially complete and is intended to be an incentive program for schools to become involved with local programs which emphasize sustainable development.
 - iii) Discussions are in the initial stages with the Children's Groundwater Institute and sponsors (Appendix 2). Their mandate is to raise awareness around water conservation. They undertake the organization of Water Festivals for various Boards of Education.
 - iv) Discussions are in the initial stages with Destination Conservation and sponsors as part of the Partnership with Tesco Energy Services (Appendix 3). The emphasis being placed on the conservation of water, energy and waste reduction.
 - v) To facilitate school access to the outdoor education facilities adjacent to G. R. Allan School, Dave Brown has volunteered at least two days per week since the Fall of 1996.
 - vi) To liaise with local outdoor education / environmental education service providers so that our students and schools have the chance to purchase the opportunity to expand their experiential education options (Appendix 4).

- vii) To oversee the development of a unique summer camp, "Sci-Phy Quest" (Appendix 5). This camp will be offered at the Watershed Interpretive Centre and G. R. Allan School in weekly sessions, up to a maximum of 6 sessions. Schools will be invited to nominate up to 2 worthy students from Grade 4, 5 or 6, and to help procure sponsorship for these candidates. Community Service Clubs will also be approached to sponsor the project. This will, hopefully, become an annual event which may also serve to assist students meet the required learning outcomes in different subject areas.
- viii) To liaise with the Site Administrator at Crook's Hollow Centre in order to offer a variety of environment / outdoor educational options (Appendix 6). This Site Administrator position, thanks to Trustees, was made a permanent 10 month O.C.T.U. appointment as of February 1997. It is now recommended that consideration be given to making this position a 12 month assignment. The increased cost would be the equivalent of two months salary (Grade 7).
- ix) To report to the Bay Area Restoration Council (B.A.R.C.) Monitoring Committee, as a stakeholder of the H.H.R.A.P., and to contribute to "Toward Safe Harbours" 1996 Implementation Update.
- x) To provide the opportunity for students / schools to fund raise through participation in the 7th Annual Walk for the Environment, which is sponsored by The Bay Area Restoration Council.

ISSUE:

To present the Annual Report of the Environmental Policy.

RECOMMENDATIONS:

1. The Annual Report be received for information.

RATIONALE:

1. The Report provides an update of the activities that have taken place during the past year.
2. The Report makes staffing recommendations for consideration at the appropriate time regarding the Site Administrator position and a new position at the Watershed Interpretive Centre.

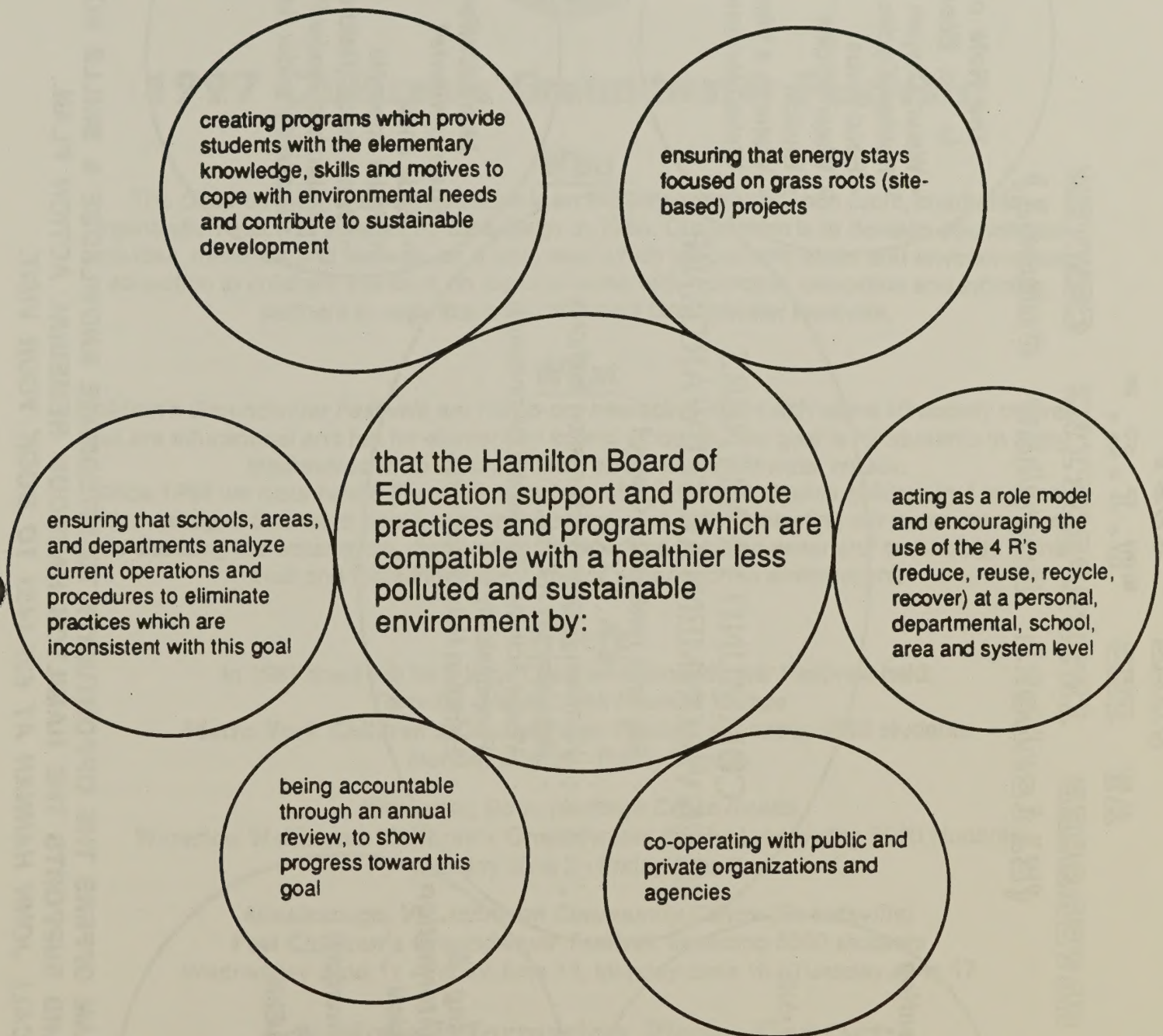
APPENDICES:

PLEASE NOTE:

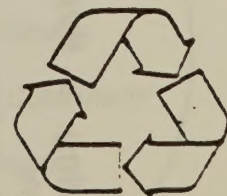
Attached to this report is the abbreviated appendices. A complete set has been placed in a binder and left in the Trustees' Lounge.

- Appendix 1 - Red Hill Valley Watershed Interpretive Centre (W.I.C.)
- Appendix 2 - The Children's Groundwater Institute
- Appendix 3 - Destination Conservation
- Appendix 4 - Local Outdoor Education / Environmental Partners
- Appendix 5 - Summer Camp "Sci-Phy Quest"
- Appendix 6 - Outdoor / Environmental Education Programs
- Appendix 7 - Toward Safe Harbours

HAMILTON BOARD OF EDUCATION ENVIRONMENTAL POLICY



Approved October 1990
Interim Report : May 1991
First Annual Report: February 1992
Second Annual Report: March 1993
Third Annual Report: March 1994
Fourth Annual Report: March 1995
Fifth Annual Report: June 1996



"THE ENVIRONMENT - EVERYBODY'S JOB"

FALL 1997
AT THE "W.I.C."
WATERSHED INTERPRETIVE CENTRE
(Elizabeth Bagshaw School)

Viewing & Representing

- Hiking
- Map reading
- Orienteering
- Fundamental mapping skills
- Designing a map
- Mapping

Locating, Processing & Communicating Information

- Biological & Ecological - identification skills
- Recording Skills (Inventory)
- Classification Skills
- Data Management Skills (Assessment)
- Taking Action (Remediation)

**COMMUNITY PARTNERS
 IN ENVIRONMENTAL STEWARDSHIP**

- Bay Area Restoration Council
(B.A.R.C.)
- Hamilton Region Conservation Authority
- McMaster - W.A.T.E.R.
Water Activities Towards Environmental Responsibility
- Hamilton Naturalists' Club

***The Role of Water
 in an Ecosystem***

- Water, Oxygen & Nutrient Cycles
- Food Webs
- Water Wildlife
- Erosion
- Water as a Waste Receptor
- Water Monitoring

***Identification of
 Environmental Features***

- Slide show
- Water concepts
- Watersheds (Natural/man-made)
- Watershed Works Program
(Presently under development)

THE "W.I.C." PROGRAM OFFERS THE OPPORTUNITY TO INTEGRATE KNOWLEDGE & SKILLS ACROSS THE CURRICULUM AND SUPPORTS THE HAMILTON HARBOUR REMEDIAL ACTION PLAN.

PLEASE CALL JOHN HANNAH AT 627-1453 TO BOOK YOUR VISIT.



1997 Children's Groundwater Festivals!

Who

The *Children's Groundwater Institute* is an industry sponsored, non profit, charitable organization that was initiated by Ciba-Geigy in 1994. Our mission is to develop educational activities, materials and festivals on a local level which will promote water and environmental education to children. We work on regional levels with municipal, education and industry partners to organize local Children's Groundwater Festivals.

What

Children's Groundwater Festivals are hands-on, interactive event with some 40 activity centres that are educational and fun for elementary school students. The goal is for students to enjoy themselves while teaching them about important water issues.

Since 1994 we have held 8 Festivals, splashing almost 20,000 Ontario children in 4 regions with messages that teach about conserving water used daily, protecting our water resources, understanding the water cycle, discovering the interface between water and technology in their lives and fostering respect toward water and the environment.

Where

In 1997 there will be 3 large Children's Groundwater Festivals held:

Toronto, Black Creek Pioneer Village

Metro York Children's Groundwater Festival, expecting 5000 students

Monday May 26 - Friday May 30

Kitchener, Doon Heritage Cross Roads

Waterloo Wellington Children's Groundwater Festival, expecting 5000 students

Monday June 2 - Friday June 6

Mississauga, Vic Johnston Community Centre (Streetsville)

Peel Children's Groundwater Festival, expecting 5000 students

Wednesday June 11 - Friday June 13, Monday June 16 - Tuesday June 17

For More Information Please Contact:

Tanya Splajt, Children's Groundwater Institute Program Director

(905) 542-8282

Sonya Fiorini, Metro York Children's Groundwater Festival Coordinator

(416) 736-1733 ext. 414

Jackie Hancox, Waterloo Wellington Children's Groundwater Festival Coordinator

(519) 748-1914

Christina Strong, Peel Children's Groundwater Festival Coordinator

(905) 670-1615 ext. 264

CHILDREN'S GROUNDWATER INSTITUTE

6860 Century Avenue, Mississauga, Ontario L5N 2W5 Phone: (905) 542-8285 Fax: (905) 821-1182



INTRODUCES

DESTINATION CONSERVATION PROGRAM

Destination Conservation (DC) is a practical, activity based program designed to be used alone, or combined with a facility retrofit process, by school boards wishing to improve their energy, water and waste management practices. As environmental challenges continue, this program provides boards of education and their schools with the opportunity to play a leading role in reducing energy and natural resource consumption. Such consumption reduction provides the triple benefit of reducing negative affects on the environment, creating major financial savings, and building a team commitment to conservation.

Destination Conservation has a strong educational component for students from Kindergarten to Grade 12. Properly implemented it will accomplish curricular goals as well as provide focus and direction to student conservation activities. The program involves a partnership between the school board, Tesco and DC. Ongoing program support is an added component provided by The Dearness Environmental Society to ensure results are achieved throughout the entire term of the program.

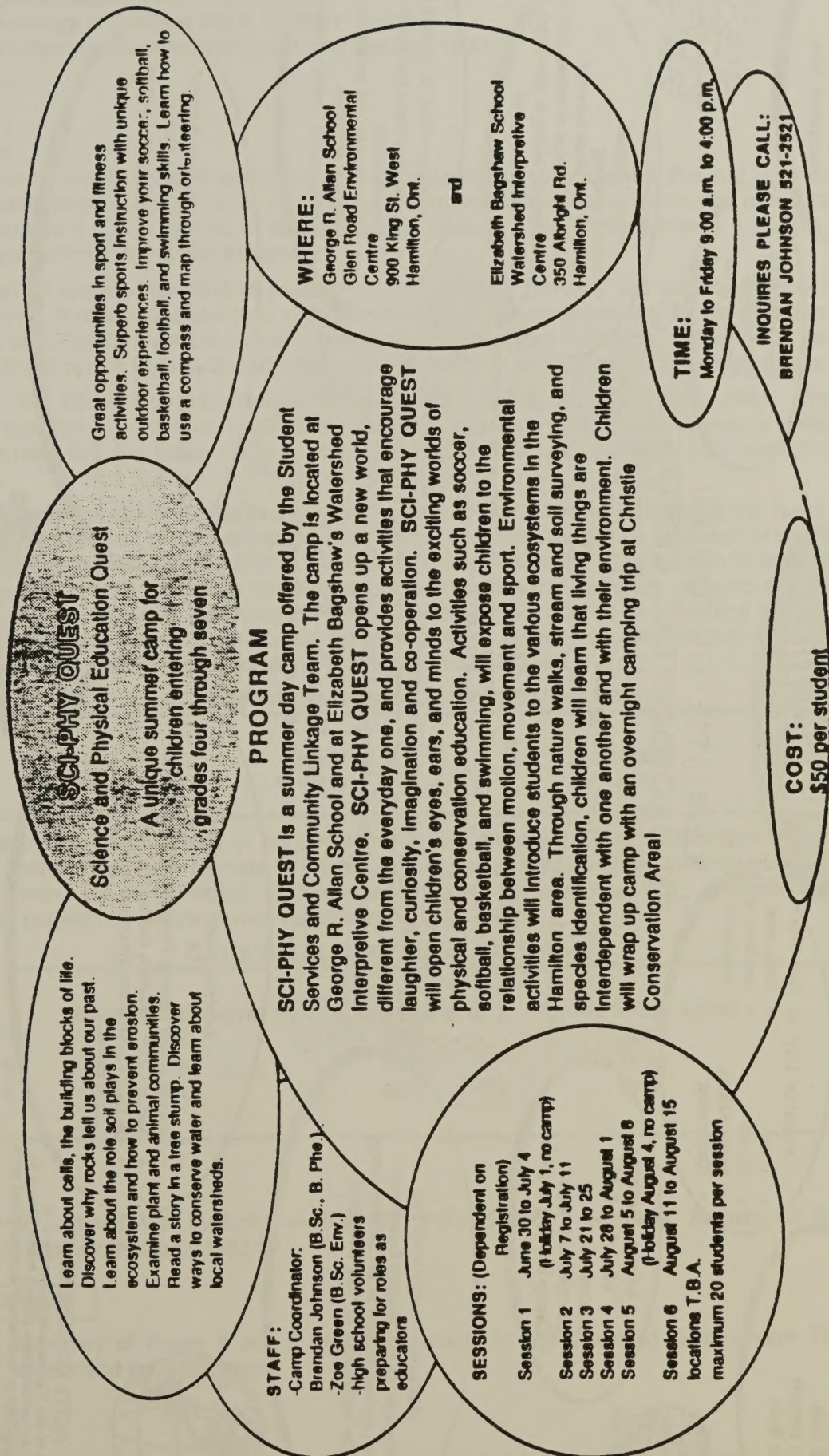


In the first year of program implementation, consumption of energy and water can be reduced 5-20%. Reductions can be achieved without expenditure on capital projects or upgrading, however, retrofitting will increase these savings significantly. In order for the program momentum to continue the savings realized are shared by all those involved - the school board, the students and teachers of individual schools, maintenance personnel and the custodial staff.

On its own or coupled with a facility retrofit program, DC provides the framework and support necessary to create energy and resource efficient schools, occupied with energy and resource literate students and staff. Destination Conservation brings people, ideas and action together, saving resources and money.

For further information contact:

Nick Kindler
Associate Director,
Dearness Environmental Society
2 Sheppard Avenue E., Suite 200
North York, Ontario, M2N 5Y7
Phone: (416) 226-6653
Fax: (416) 226-6576



It's Time to Book the:

CHRISTIE OUTDOOR/ ENVIRONMENTAL CENTRE

Fall and Winter

Full Day Programs — Grade 1-OAC
1996-97

Your day includes:

- subsidized bus transportation
- assistance with pre-program development and facilitation at the center
- cook-out or in (wood & utensils provided)
- garbageless lunch mandatory
- hot chocolate provided after November 1
(PLEASE BRING YOUR OWN CUPS- THEY ARE NOT PROVIDED)
- casual, warm and dry clothing—suitable footwear important

Call John Hannah — 627-1453
Details of Program to be made at time of booking

Outdoor Field Studies

- General Interest
- All About Soils
- All About Streams
- All About Birds



Natural Use of the 3Rs

- Trees
- Ecosystems
- Insects
- Meadows and woodlands
- Paper making
- Composting

Group Building

(Gr. 9 - OAC)

- Initiatives
- Co-operative tasks
- Group building activities

Natural Surroundings

- Wonders of the Niagara Escarpment
- Watershed Studies in the Spencer Gorge
- The importance of "Bio Diversity"

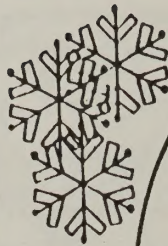


NOTE TO SCHOOLS

- The role of the Centre Administrator is to co-ordinate and facilitate school visits. Please do not include this person in any teacher-pupil ratio expectations.
- It is anticipated that only one class-sized group will visit Christie at any given time. Exceptions to this should be by special arrangement with Centre staff.

Art in the Watershed

- Slide presentation
- Banner painting
- Watershed hike



Orienteering

- Map reading
- Compass skills

Great Fun!

Winter Program

- Animal tracking
- Animal and plant survival
- Traditional modes of winter travel (cross-country skiing & snowshoe)
- Other winter fun games

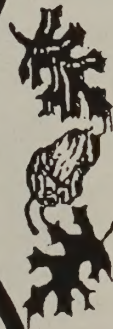
Hiking--fall & winter

- General awareness and nature identification
- Related games and awareness building activities
- Fall colours of Crook's Hollow

Get Connected "Live Lightly on Our Earth"

- Seasonal changes in the Ecosystems of the Hollow
- Native Philosophy stories, crafts bringing us closer to our place in natural cycles
- Managed and unmanaged forests

- Camping equipment loans available.



Date: June 5, 1997
 To: Chairman and Members of the Program Committee
 From: Elizabeth Bond, Superintendent of Program
 Re: *System Summary of Grade 5 and 8 Students' Results on the Canadian Achievement Tests (Second Edition), 1996-97*

Report: Information

BACKGROUND

The Canadian Achievement Tests were administered in February of this year to grade five and eight students. The CAT/2 assesses some basic academic skills in language and mathematics in multiple choice format, and provides results in comparison to a (1992) sample of students across Canada. This report presents a system summary of grade five and eight students' results for mid-year.

In Hamilton, results of system-wide student assessment are used for planning and communication, according to Board Policy. Reports of results and plans, at both the school and system levels, will be presented in September, including a review of curriculum relationships and system support of school initiatives. Plans for future assessment will be referred to the Program Review Subcommittee of the Common Curriculum Steering Committee.

In previous years, the CAT/2 was administered to grade three and six students (1984-1995). The tests were moved to grades five and eight this year with Board approval, due to provincial assessment in grades three and six. Results for grade five and eight students will be available to receiving middle and secondary schools in students' O.S.R.'s.

At any grade level, there are students who cannot validly complete a test designed for that grade level. A consistent, system-wide pre-test procedure established by the Canadian Test Centre was used to identify students who could not be validly assessed on the CAT/2. These are primarily students in the process of learning English as a second language (ESL), or students with identified learning difficulties (Exceptional). In some cases, students may be able to take some tests (e.g., Mathematics Computation), but not others (e.g., Reading Comprehension). In addition, some students who were absent during the testing period did not complete the entire test. Table 1 indicates the percentages of students participating in at least one CAT/2 test.

Figure 1. PARTICIPATION IN CAT/2 TESTING, 1996-97

<i>Canada (1992)</i>	Grade 5	Grade 8
90%	92%	89%

Results are presented in Table 2, and in graphic form on the reverse. These assessment results should be considered in the context of present changes to the testing process (grades/teachers administering the test, age of students, time of year, pre-test criteria), student characteristics (Exceptional, ESL, compensatory education students, etc.), and current curriculum changes in relation to test content.

CAT/2 TOTAL TEST RESULTS, 1996-97

	Below Grade Level	At Grade Level	Above Grade Level
<i>Canada (1992)</i>	23%	54%	23%
Hamilton Grade 5	22%	59%	18%
Hamilton Grade 8	19%	62%	19%

ISSUE

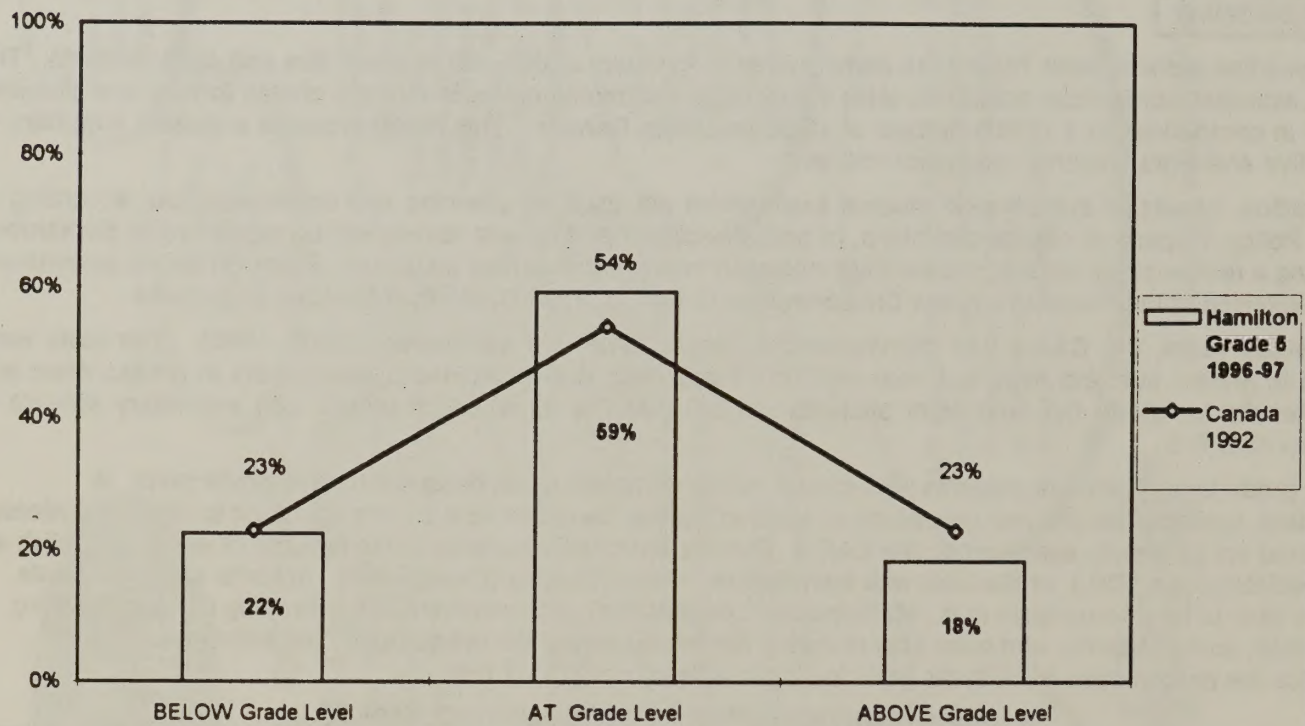
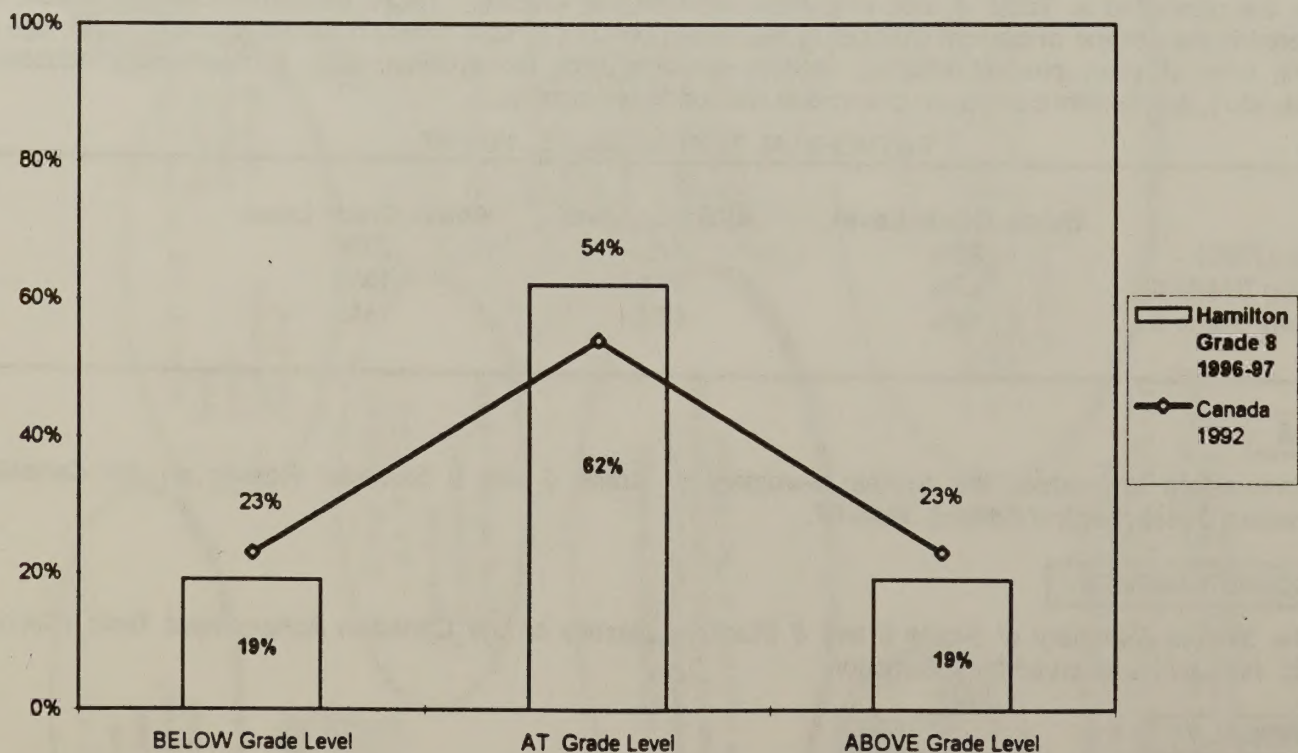
To communicate to trustees the *System Summary of Grade 5 and 8 Students' Results on the Canadian Achievement Tests (Second Edition), 1996-97*.

RECOMMENDATION

That the *System Summary of Grade 5 and 8 Students' Results on the Canadian Achievement Tests (Second Edition), 1996-97* be received for information.

RATIONALE

System results provide timely and useful information for schools and the community. School and system reports and plans will be presented in September.

CANADIAN ACHIEVEMENT TEST RESULTS 1996-97**TOTAL TEST****GRADE 5 1996-97****GRADE 8 1996-97**

URBAN/MUNICIPAL
CA4 ON HBL W26
A38
1997

URBAN MUNICIPAL

OCT 6 1997

GOVERNMENT DOCUMENTS

AGENDA

PROGRAM COMMITTEE
1997 10 02

Confirmation of the regular meetings of 1997 05 01, 1997 06 05 and 1997 09 04.

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. Report re Evaluation of Sci-Phy Quest Summer Day Camp '97 Pages 1 to 13

NEW BUSINESS:

1. Report of the Supervised Alternative Learning for Excused Pupils Committee Pages 14 to 15

10/10/1950

10/10/1950

10/10/1950

10/10/1950

10/10/1950

10/10/1950

DATE: 1997 10 02
TO: Chairman & Members
Program Committee
FROM: Elizabeth Bond, Superintendent of Program
RE: Evaluation of Sci-Phy Quest Summer Day Camp '97
REPORT: Information

Background:

This report reflects findings, and actions, of the Project Team Leader for Student Services and Community Linkage in response to a request by the Program Committee to provide an evaluation report for Sci-Phy Quest.

Issue:

To share information with Trustees regarding the inaugural day camp, Sci-Phy Quest, Summer 1997.

Recommendation:

That the Report be received for information and that Trustee support be given to organize Sci-Phy Quest for 1998.

Brendan Johnson

APPENDIX 1

SCIPHY QUEST EVALUATION

LEARNING EXPERIENCE

EVALUATION

Most parents were very happy with the experience that Sci-PHY Quest provided, according to the parents the camp activities were well run and enjoyable, but they were also very educational. Parents were very satisfied by the efforts made by the counsellors. The counsellors ensured that the students were not only understanding the activities but also enjoying them as well.

SUMMARY

Parents also indicated that the Sci-PHY Quest experience contributed to their child's development in a variety of areas. Camp activities helped stimulate many students to creative thinking and new problem solving skills. Many of the parents also noted that the experience was fun and enjoyable for their children. In the children's feedback survey, for the Sci-PHY Quest, the children indicated that they enjoyed the activities and work well with others.

PREPARED BY:

One of the primary goals of Sci-PHY Quest was to promote environmental stewardship and an appreciation for the environment. According to the parents' responses in the evaluation this goal was met. All parents also indicated that their children had a strong desire for further Sci-PHY Quest experiences.

SERVICE AND FACILITIES

Brendan Johnson

Most parents were very satisfied with all of our facilities. Glen Road Outdoor Education Centre and the Welwyn Hills Interpretive Centre. The parents were also quite satisfied with the services and facilities at the two pools we visited: Coronation Pool and Laidler Recreation Centre.

Access to waterfronts at both sites needs to be addressed in future camps are to be held.

EVALUATION

SUMMARY

PREPARED BY

Brendan Johnson

APPENDIX I

SCI-PHY QUEST EVALUATION

LEARNING EXPERIENCE:

Most parents were very happy with the learning environment that **Sci-Phy Quest** provided. According to the parents the camp activities were not only fun and enjoyable, but they were also very educational. Parents were also very satisfied by the efforts made by the counsellors. The counsellors ensured that the students were not only understanding the activities, but were participating as well.

Parents also indicated that the **Sci-Phy Quest** experience contributed to their child's development in a variety of areas. Camp activities helped introduce many students to creative thinking and new problem solving skills. Many of the parents also replied that the experience not only provided the opportunity for their children to develop leadership skills, but the activities also fostered the ability in the children to communicate and work well with others.

One of the primary goals of **Sci-Phy Quest** was to promote environmental stewardship and an appreciation for the environment. According to the parent's responses in the evaluation this goal was met. All parents also indicated that their children had a strong desire for further **Sci-Phy Quest** experiences.

SERVICE AND FACILITIES:

Most parents were very satisfied with both of our facilities: Glen Road Outdoor Education Centre and the Watershed Interpretive Centre. The parents were also quite satisfied with the services and facilities at the two pools we visited: Coronation Pool and Laurier Recreation Centre.

Access to washrooms at both sites needs to be addressed if future camps are to be held.

COMMENTS:

"Daryl enjoyed every aspect of this quest. Daryl feels this was a wonderful experience. Daryl would love a chance to go again. I would like to thank everyone involved with Sci-phy Quest. I hope this program can continue."

-Pauli Smith

"My child is looking forward to taking part in next year's camp. Thank you very much."

-Teng Chen & Lina Liu

"Great camp keep the camps going! It was very interesting and educational. As a parent we were very pleased to see how excited the kids were when they came home. They didn't want camp to end. Good job Brendan!"

-Ms. Pavlovich

"My son really enjoyed it as he likes being outside and really loves looking at nature."

-Lila McIlveen

"My child was sponsored by Memorial School and on behalf of Justin and myself I thank you very much for this opportunity."

-L. Armstrong

"Gregory enjoyed all aspects especially the birds of prey demonstration at Mountsberg and the activities at Red Hill Creek. Thanks for a great week."

-Barbara Reale

"He was sad when it was over. Shawn enjoyed the cookouts greatly as well as the trips. Shawn still talks about the trips and the animals he saw. Shawn has told me he wishes to return next year."

-Linda Van Every

"My son still tells his friends about it"

-Andre Ciere Sr.

APPENDIX II

Sci-Phy Quest Overview

SCI-PHY QUEST was a summer day camp offered by the Student Services and Community Linkage Team. The camp was designed for students who were currently enrolled in grades four through six. Sessions were open to students who were recommended by their schools as being worthy candidates who would normally not have the opportunity to attend a summer day camp. The cost to run this program was approximately \$50 per student. Schools, school councils, and/or home and school councils were encouraged to sponsor their candidates whenever possible. In addition this program received financial support from local community service clubs.

The camp was located at George R. Allan School and at Elizabeth Bagshaw's Watershed Interpretive Centre. SCI-PHY QUEST opened up a new world, different from the everyday one, and provided activities that encouraged laughter, curiosity, imagination and co-operation. SCI-PHY QUEST opened children's eyes, ears, and minds to the exciting worlds of physical and conservation education. Activities such as soccer, softball, basketball, and swimming, exposed children to the relationship between motion, movement and sport. Environmental activities introduced students to the various ecosystems in the Hamilton area. Through nature walks, stream and soil surveying, and species identification, children learned that living things are interdependent with one another and with their environment.

SCI-PHY QUEST PROGRAMME

Trips:

- Royal Botanical Gardens: Students participated in Nature's Web, a program offered at the Nature Interpretive Centre. Students participated in a 2 hour hike in which they explored the interdependence of natural communities. SCI-PHY QUEST participants examined the various techniques used by different organisms to ensure their survival, from passive camouflage to aggressive behaviour, and from thorny stems to attractive flowers. Students also had the opportunity to explore the RBG's Children's Discovery Garden and the Grindstone Creek Boardwalk.
- Christie Outdoor Education Centre: Students journeyed to this outdoor education facility to explore Spencer's Creek and learn about the importance of local watersheds. Students discovered how to accurately determine the water quality of the creek through the examination of aquatic organisms that make it their home. Hipwaders, boots, nets, and collection trays were used to help the students collect and identify crayfish, minnows, frogs, and other fascinating creatures. Cooperative games were also enjoyed by the students and helped foster team work and communication. The students also enjoyed swimming at Christie Conservation Area.
- Mountsberg Wildlife Centre: The Wildlife Walkway and nature trivia trail provided the perfect environment for SCI-PHY QUEST participants to learn more about different ecosystems and the importance of biodiversity. Students also visited the Douglas G. Cockburn Bird of Prey Rehabilitation Centre & Exhibit Gallery. This unique facility afforded the students the opportunity to take an in-depth look at these amazing and beautiful birds.

- Coronation Pool and Wilfred Laurier Recreation Centre: Almost every camp day was concluded with a cool dip in one of these local swimming facilities.

Camp Activities:

- Cookout lunches and campfires
- The Trees For Life Grow-A-Tree Project:
Each SCI-PHY QUEST participant received a Tree-Planting Awareness Kit that allowed the students to germinate and plant a tree from seed and take care of it. By participating in this unique program the students discovered the many reasons why trees are important for our planet. They remove carbon dioxide from air, they regulate climate, they provide food and shelter for many animals, and they provide many products needed by humans.
- Nature on Wheels: This mobile outdoor environmental education program provided SCI-PHY QUEST students with the opportunity to discover how to track down clues to wildlife in their own neighbourhood. Students examined various artifacts included skeletons, nests, and casted animal tracks to learn a little more about the animals that live in their area.
- Games and crafts: including nature bingo; bubble magic; earth keeper medalions; parachute adventures; kick baseball and lots more!

Schools that Submitted Candidates for Sci-Phy Quest

- Adelaide Hoodless
 - Buchanan Park
 - Centennial
 - Central
- Eastmount Park
- Fernwood Park
 - Gibson
 - G.R. Allan
 - Hillsdale
- King George
 - Memorial
- Prince Philip
 - Red Hill
 - Sandford
 - Seneca
- Thornbrae
- Vern Ames

Local Community Service Clubs and Organizations who Gave Financial Support to Sci-Phy Quest

- Friends of the Environment
Foundation (Canada Trust)
- Kiwanis Club of Hamilton East Inc.
- Lions Club Hamilton Central
- Lions Club Hamilton East
- Women of the Moose Lodge (#753)

CAMP STAFF

- Camp coordinator:
Brendan Johnson (B.Sc. B.Phe.)
- Bay Area Restoration Council Summer Student
- High school student volunteers preparing for roles
as educators
 - High schools represented:
 - Glendale
 - Hill Park
 - Sherwood
 - Orchard Park
 - Westdale

APPENDIX III (a)

Camp Sci-Phy Quest - Income/Expense Comparison

Income

Community Service Clubs	\$1,000.00	
Parents or Students	\$500.00	
Schools and Home and Schools	\$1,100.00	
Board of Education - Program Dept.	\$625.00	
In Kind Contributions	\$491.00	
		\$3,716.00

Expenses

Food	\$244.14	
Entry Fees	\$594.75	
Buses	\$706.20	
Supplies	\$144.06	
Honoraria	\$800.00	
Salaries	\$1,116.00	
		\$3,605.15

Difference

 \$110.85

Note: pledged by, but not yet received, from Friends of the Environment
 (Canada Trust) \$1250.00

APPENDIX III (b)

Camp Sci-Phy Quest - Statement of Income

Income

Community Service Clubs

Kiwanis Club - Hamilton East	\$50.00	
Kiwanis Club - Hamilton Central	\$200.00	
Lions Club - Hamilton Central	\$200.00	
Lions Club - Hamilton East	\$500.00	
Women of the Moose	\$50.00	
		\$1,000.00

Program Department- Hamilton Board	\$625.00	
		\$625.00

Parents or Students

Parents	\$450.00	
Grade 4 class	\$50.00	
		\$500.00

Schools and Home and Schools

Fernwood Park	\$100.00	
Red Hill School	\$100.00	
Vern Ames School	\$150.00	
Seneca Home and School	\$100.00	
Gibson School	\$100.00	
King George School	\$100.00	
Centennial School	\$100.00	
Eastmount Park School	\$50.00	
Prince Philip Home and School	\$100.00	
Memorial School	\$100.00	
Hillsdale School	\$50.00	
Sanford Avenue Home and School	\$50.00	
		\$1,100.00

In Kind Contributions

B.A.R.C. support staff	\$491.00	
		\$491.00

Total Income		
		\$3,716.00

APPENDIX III (c)

Camp Sci-Phy Quest - Statement of Expense

Expenses

Week I	Entry Fees	Coronation Arena	\$45.00	
		Mountsburg Conservation Area	\$72.25	
		Royal Botanical Gardens	\$95.00	
		Nature on Wheels	\$100.00	
		Trees for Life	\$20.00	
	Buses	3 buses	\$353.10	
	Food	Fortinos	\$92.36	
	Supplies	Shoppers Drug Mart	\$15.50	
		Grand and Toy	\$39.69	
	Salaries	Coordinator	\$312.50	
		Assistant	\$245.50	
	Honoraria	4 students at \$100	\$400.00	
				\$1,790.90
Week II	Entry Fees	Laurier Recreation Centre	\$30.00	
		Nature on Wheels	\$100.00	
		Royal Botanical Gardens	\$70.00	
		Mountsberg Conservation Area	\$42.50	
		Trees for Life	\$20.00	
	Buses	3 buses	\$353.10	
	Food	Fortinos	\$137.23	
		No Frills	\$14.55	
	Supplies	Shoppers Drug Mart	\$6.89	
		Copies Plus	\$4.14	
		Kit Services	\$3.50	
		Sterling Print-All	\$2.86	
		Black's Photography	\$7.46	
		Craft Supplies	\$54.39	
		Jackson Square Postal Outlet	\$9.63	
	Salaries	Coordinator	\$312.50	
		Assistant	\$245.50	
	Honoraria	4 students at \$100	\$400.00	
				\$1,814.25
	Total Expenses			\$3,605.15

ALPHABETIC INDEX

Grouped by Date - Alphabetical

Page

Week 1

10/1/18	10/1/18	10/1/18
10/2/18	10/2/18	10/2/18
10/3/18	10/3/18	10/3/18
10/4/18	10/4/18	10/4/18
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Week 2

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12/30/18	12/30/18	12/30/18
12/31/18	12/31/18	12/31/18

1/1/19

1/2/19

Total Expenses

**REPORT OF THE
SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS COMMITTEE**

Present: Trustees Rogers (Chairman), Bishop, Johnston, MacDonald and Orban.

Also Present: Trustee Mulholland; K. Hibbins (Project Team Leader - Social and Interpersonal Skills), Messrs. W. Trimble (SALEP Teacher) and T. Kaye (SALEP Social Worker); Ms. E. Szkodziak (Adolescent Community Care Program)

Official Present: Dr. J. Tomlinson (Interim Assistant Superintendent of Program).

The Committee recommends:

GENERAL

1. That the Annual Report [September 1996-June 1997] of the Supervised Alternative Learning for Excused Pupils (SALEP) program, including the Statistical Report (attached) be received for information.

Respectfully submitted

Committee Room
1997 09 24

J. ROGERS
Chairman

ANNUAL STATISTICS 1996 - 1997

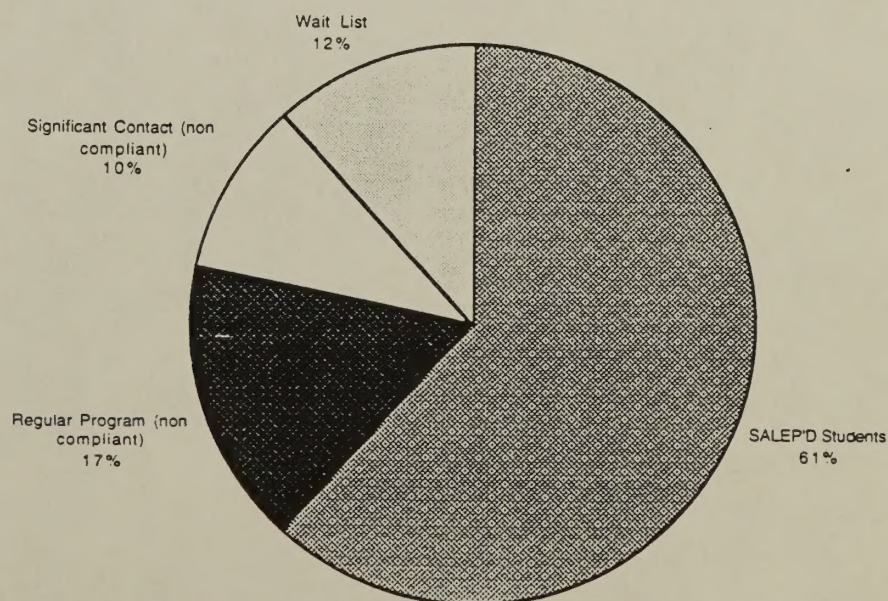
	Age 14	Age 14	Age 15	Age 15	Total
	Male	Female	Male	Female	
Applications	13	18	26	26	83
Applications Not Approved	0	0	0	0	0
Applicants Approved for SALEP	8	15	11	14	48
Applicants on Waiting List	5	3	15	12	35

PROGRAMS FOR APPROVED APPLICANTS - 48

Program	Male	Female	Total
Attended SALEP Centre	10	21	31
Full or Part-Time Volunteer Work	4	3	7
No Academic Component	1	3	4
Full or Part Time Work	3	0	3
Home Study	0	2	2
Independent Job Search	0	1	1
Total	18	30	48

GRADE LEVELS - APPROVED APPLICANTS - 48

	Age 14	Age 14	Age 15	Age 15	Total
	Male	Female	Male	Female	
ELEMENTARY Grade 7	0	3	0	0	3
Grade 8	2	2	0	1	5
SECONDARY Grade 9 - Vocational	2	3	3	1	9
Grade 9 - Composite	4	6	8	12	30
Grade 10 - Vocational	0	0	0	0	0
Grade 10 - Composite	0	1	0	0	1
Total	8	15	11	14	48



PLACEMENT OF APPLICANTS - 83

WATER RESOURCES

Year	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100
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WATER RESOURCES

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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WATER RESOURCES

Year	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100
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PERCENT OF POPULATION

URBAN/MUNICIPAL

CAY ON HBL W26

A38

1997

URBAN MUNICIPAL

DEC 11 1997

GOVERNMENT DOCUMENTS

AGENDA

PROGRAM COMMITTEE

1997 12 04

Confirmation of the minutes of the regular meeting of 1997 10 02.

GENERAL

BUSINESS ARISING FROM THE MINUTES:

1. Report re the Feasibility of an Event to Recognize Coaches in the Elementary/Secondary Schools - both Staff and Volunteers

Page 1

NEW BUSINESS:

1. Presentation regarding Academic Challenge

RECEIVED

RECEIVED

For the purpose of the meeting of 1971, a request was made of the African Office to
highlight the possibility of presenting a broad-based perspective on the situation in
voluntary in the middle school and secondary school levels.

It was noted that there was a significant increase in the number of students who had
been in the middle school and secondary school levels.

All students should be given the opportunity to participate in the program for study and
research. The program should be designed to provide a broad-based perspective on the situation in
voluntary in the middle school and secondary school levels.

Date: 1997 12 04

To: The Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: The Feasibility of an Event to Recognize Coaches in the
Elementary/Secondary Schools - Both Staff and Volunteers

Report: Information/Decision

Background:

At the Program Committee meeting of 1997 06 05, a request was made of the Athletics Office to investigate the possibility of presenting a Board-wide appreciation night for those involved as volunteers in the middle school and secondary school interscholastic program.

In response to the trustee request, a meeting was held with physical education teachers from the middle schools and physical education department heads from the secondary schools to determine present practices related to the recognition of staff and volunteer coaches and to discuss possible suggestions for further consideration.

Issue:

To determine the viability of and trustee support for a Board-wide athletic staff and volunteer coach recognition night.

Recommendation:

That the athletic office prepare a report for the new district school board which outlines possible format options and costing of a Board-wide middle school staff and volunteer coach appreciation event.

Rationale:

- All secondary schools currently have some form of recognition program for staff and volunteers including year end athletic banquets and/or special assemblies. A board-wide recognition night is perceived as a duplication of existing practices.
- Generally middle schools recognize staff and volunteers on a school-wide basis at various times throughout the year. There is support for a board-wide recognition event at the middle school level which would be held in the spring of the year as the athletic season winds down.

Page 10

The first part of the report is devoted to a description of the general situation in the country.

The second part of the report is devoted to a description of the situation in the various regions.

The third part of the report is devoted to a description of the situation in the various districts.

The fourth part of the report is devoted to a description of the situation in the various towns.

The fifth part of the report is devoted to a description of the situation in the various villages.

The sixth part of the report is devoted to a description of the situation in the various hamlets.

The seventh part of the report is devoted to a description of the situation in the various farms.

The eighth part of the report is devoted to a description of the situation in the various estates.

The ninth part of the report is devoted to a description of the situation in the various manors.

The tenth part of the report is devoted to a description of the situation in the various lordships.

The eleventh part of the report is devoted to a description of the situation in the various baronies.

The twelfth part of the report is devoted to a description of the situation in the various counties.

The thirteenth part of the report is devoted to a description of the situation in the various shires.



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